

Promoting communicative interaction in the EFL classroom through visual stories

The role of visual stories to promote students' communicative interaction in the EFL classroom

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This project is presented seeking to obtain the diploma of Licenciatura en educación básica con énfasis en humanidades: Español y lenguas extranjeras

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2. Descripción
<p>Trabajo de grado realizado en el Instituto pedagógico Nacional con un grupo de segundo grado. Este es un trabajo enmarcado bajo los preceptos de la investigación-acción y propone el uso de historias visuales como una herramienta para fomentar la comunicación durante la realización de actividades interactivas en el salón de clase de inglés como lengua extranjera. El proyecto se basó en dos preguntas de investigación que se centraban en el papel de las historias visuales en el fomento de la interacción comunicativa, además de los factores que afectan el correcto desarrollo de ésta. La confianza, la negociación de significado, la lengua materna, las actividades interactivas y los materiales basados en las historias visuales fueron los principales elementos que demostraron afectar la competencia comunicativa de los estudiantes y el correcto desarrollo de su proceso de alfabetización.</p>

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4. Contenidos

Este documento consta de seis secciones. La primera contiene la contextualización, la delimitación del problema y las preguntas de investigación que se establecieron en la primera fase de la investigación. Luego de eso, la segunda sección presenta el marco teórico que sustenta científicamente el proyecto, éste contiene el estado del arte y los constructos teóricos pertinentes al tema de estudio. La tercera trata sobre el diseño metodológico de la investigación, allí se explica cómo se realizó el proyecto fase por fase. En la cuarta sección se presenta la intervención pedagógica que tuvo lugar como parte del proyecto de investigación, esta intervención constó de 3 etapas: *immediate environment, me and the others, me and the nature*. Además de eso, la quinta parte socializa el análisis de los resultados y los hallazgos hechos durante dicho análisis. Por último, la sexta y última parte del documento formula las conclusiones y pone en discusión la pertinencia del proyecto de investigación, sus impactos, sus limitaciones y algunas recomendaciones para futuras investigaciones.

5. Metodología

En este proyecto se desarrolló una primera fase que consistió en un periodo de observaciones y la aplicación de una encuesta a la población con el objetivo de delimitar una problemática y de establecer las preguntas y objetivos de investigación. Después de esta fase, y con el problema, preguntas y objetivos de investigación definidos, se diseñó una propuesta pedagógica para dar respuesta a la problemática señalada. La aplicación de las sesiones de la intervención pedagógica permitió el manejo del proyecto de manera cíclica, tal como lo definen los preceptos de la investigación-acción. Se realizaron tres ciclos que consistían en planear, aplicar o actuar, observar lo aplicado y, finalmente, reflexionar sobre los resultados obtenidos. De esta manera, el proceso se realizaba con miras a encontrar faltas o vacíos que pudiesen ser tenidos en cuenta para las sesiones futuras. Durante la aplicación de cada sesión se hizo un proceso completo de recolección de información por medio de tres instrumentos: diarios de campo del docente, grabaciones de audio y entrevistas grupales. Al final de las aplicaciones, y luego de organizar y sistematizar la información recogida, se realizó un proceso de codificación que permitió realizar un adecuado análisis de la misma. Al finalizar se reportan los hallazgos por medio de la realización de las conclusiones, implicaciones, limitaciones y recomendaciones futuras investigaciones.

6. Conclusiones

Las conclusiones de este proyecto evidenciaron que las historias visuales ayudan a motivar la participación en actividades interactivas al proveer un ambiente lleno de recursos en el que los estudiantes tengan un apoyo. Lo anterior permite el desarrollo de la confianza a la hora de comunicarse en la lengua extranjera y el desarrollo de la habilidad de negociar significado durante la interacción comunicativa con los demás. Además, se encontró que es necesario tener una visión balanceada del uso de la lengua materna en la clase de lengua extranjera puesto que ésta puede tener un papel de apoyo mayoritariamente pero puede llegar también a hacer un agente que interrumpe un proceso de aprendizaje adecuado. Para finalizar, se afirma que los materiales basados en las historias visuales y las actividades interactivas facilitaron el aprendizaje de la lengua extranjera gracias a que ofrecían un ambiente agradable e interesante para que los estudiantes puedan participar libremente y aprender.

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Abstract

Nowadays, using a foreign language has become a need due to the dynamics of current social life. For this, the educational system needs changes to better prepare children to face a demanding technological society in which information is perceived through multiple media. This project proposed using visual stories as a meaningful material to promote students' communication during interactive activities within a framework of situated literacy in EFL classrooms. Besides, the objectives of the present study intended to analyze and characterize the role of visual stories in the development of students' communicative interaction as well as the factors that influence students' communicative competence within a framework of situated literacy.

Key words: Interaction, communication, visual stories, situated literacy, EFL classroom.

Resumen

Hoy en día, usar una lengua extranjera se ha convertido en una necesidad debido a las dinámicas de la vida social actual. Por esto, el sistema educativo necesita cambios que permitan preparar mejor a los estudiantes para que enfrenten una exigente sociedad tecnológica en donde la información se percibe a través de diferentes medios. Este proyecto propuso las historias visuales como un material significativo para promover la comunicación durante las actividades interactivas propuestas en un marco de alfabetización situada en salones de ILE. Además, los objetivos del presente estudio eran analizar el papel que las historias visuales cumplen en la comunicación interactiva de los estudiantes, al igual que los factores que influyen en la competencia comunicativa de los estudiantes, todo lo anterior, en un marco de alfabetización situada.

Palabras clave: Interacción, comunicación, historia visual, alfabetización situada, salón de ILE

Chapter I

Contextualization and research problem

Context

This project was carried out at Instituto Pedagógico Nacional, an institution that has both private and public character at the same time, and it is located in Usaquén, a locality in the north of Bogota. The area of this institution covers around one whole block. There is a central building where secondary school grades are located, and on the part to the west of the main building there are several one floor buildings that are the classrooms and offices for primary school. These classrooms are large and there are wide corridors. In addition, the bilingualism room represents an important learning tool. Hence, the conditions of the institution provide an enjoyable environment that goes along with the pleasant atmosphere within the community.

This school has a long tradition which comes from a German mission that wanted to offer pedagogical education, exclusively for women at first. Years later, it became an educational institution for both men and women. It is important to say that the IPN has a strong link with Universidad Pedagógica Nacional since the latter was born from the school around 50 years ago. This mutual relation supports the present research as part of the curriculum of both institutions since the teacher-researcher becomes part of an English classroom within the community context. At the same time, the university provides tutoring for the researchers as part of their internship. The presence of teacher-researchers is a natural phenomenon for students due to the long time that they have been part of the academic practices.

The institution provides students with a rich environment and variety of classes that include sports, natural and human sciences, environmental and artistic education. It also has sports teams, orchestras and other academic groups. This institution receives new students only for kindergarten and this fact offers individuals a continuous and solid educational process throughout their whole school life. The Instituto Pedagógico Nacional emphasizes social values and artistic education as well as the pedagogical component in all fields of knowledge, and this is because of its strong historic relation with Universidad Pedagógica Nacional. Particularly for the English area, there are enough teachers for all grades and the pre-service teachers that are provided by Universidad Pedagógica Nacional represent an extra help for the official teachers in each grade. This means that there are classrooms with an official and a student-teacher who represents a helpful pedagogical aid. Besides that, it is worth knowing that primary school groups receive four sessions of 45 minutes of English during a week which represents plenty of time compared to music or physical education which have between two to four sessions.

Because the institution has a strong pedagogical component in all fields and it is recognized as a center for teachers' education and research, all members of the community are respectful to others and support collaboration as an essential part of education. For this reason, the role of the teacher is given special value, though the student is still the center of the educational process.

Participants

The participants of this project are in 2nd grade, their group is composed by 15 boys and 17 girls with an average age of 7 years old. All students are strata 3 and some of them perform extra activities such as swimming, theater or playing a musical instrument. Regarding their English background there are two students who are enrolled in English courses paid by their parents. The rest of the class has been involved in English classes since they were in preschool. This 2nd grade

is classified as level A1 in the Common European Framework of Reference for Languages (Council of Europe, 2001), according to the National Ministry of Education in Colombia (Ministerio de Educación Nacional, 2006).

In most of the families parents are professionals and work all day. For this reason, students spend a long time with their relatives, doing other activities or sometimes alone. None of the children manifests having any serious problem in their families. Instead, they all have a good attitude towards their teachers and classmates. Besides that, all children receive help with their homework at home and the few children that do not, affirm that they do it by themselves. In conclusion, students have a stable situation in their families which suggests the good development of their emotions, personality and life experiences.

Most of students live far away from school and they have to do long trips to get to school, which causes them to be already tired when they are starting classes in the morning. Nevertheless, children have two breaks of 30 minutes each and one hour of lunch which gives them time to rest and spend a moment with their friends. Thus, they have a better attitude for the classes. However, they have the energy that is typical at this stage of their lives. Students are part of the adequate educational environment that exists in the school and they have a good relationship with all people involved in their teaching process as well as with the students from other groups and grades.

Statement of the Problem

According to the National Ministry of Education in Colombia (Ministerio de Educación Nacional, 2006), the 2nd grade that is part of the research is classified as level A1 under the standards of the Common European Framework of Reference for Languages (Council of Europe,

2001). At this level, students should be able to understand simple stories, develop basic comprehension strategies and understand basic vocabulary directly related to them. However, this is just an ideal level determined by the government and the reality of the classroom differs from this. The teaching-learning process in the classroom fit some of these skills but not all of them and this fact represented a difficulty that was overcome. These standards are not in agreement with the curriculum carried out in the school and the objectives that are set in the class itself by the teacher. This is why teachers need to generate an environment that enables students to fulfill the national standards and the school curriculum, and at the same time provide meaningful and enjoyable learning experiences for the participants.

The needs analysis carried out with the group demonstrated that activities such as role plays, asking and answering or writing on the notebook were not enough in order to develop abilities that allowed students to communicate or participate in a conversation using the foreign language. Even if there were good vocabulary habits, there was not a need or reason to really communicate or convey a message in the foreign language so that students could meaningfully use the words they were learning. The observations evidenced that students were able to interact, and communicate in Spanish. However, when it came to English there was no meaningful or really useful interaction. Grauberg (1997) affirms that speaking has two functions in the language classroom i.e. learning the language (he calls it also speaking to learn) and using it as people do in real life (also called speaking to communicate). So, according to this, it was possible to see that these children were acquiring the correct pronunciation of words and sentences but they were staying at a comprehension and isolated oral production level. Furthermore, they did not get to speak to communicate and understand that they could use English to interact with their classmates and teacher. Besides, the materials such as elements of the classroom, toys and the

board did not seem to really fit children's needs in terms of learning how to be communicatively competent in a foreign language. To sum up, the research problem of the present study is: students' learning process does not include using the language for meaningful communication and this fact does not allow them to take advantage of what they learn in order to develop their communicative competence.

Statement of the Research Purpose

This research study aims at characterizing students' communicative competence through the usage of visual stories in order to encourage meaningful interaction in the classroom. This is in order to provide more interactive and meaningful materials with which students can generate more realistic and spontaneous interaction in English; and to fulfill the standards provided by Colombian National Ministry of Education (2006) that state that the second grade is A1 level according to CEFR in order to be in agreement with institutional requirements.

Rationale of the study

Nowadays, the way we perceive the world hugely differs from our vision of our environment some centuries ago. Hence, it is reasonable to think that current teachers should be using innovative materials but, above all, creative strategies that allow education to really serve its primary role that is transforming the society. However, that is not the current reality. Teachers and educational researchers must, then, start changing the way the learning process and its environment are conceived so that they get actually articulated with students' experiences and interests.

The usage of visual stories becomes crucial as a tool to develop students' communicative competence. This is due to the way in which this kind of material facilitates activities based on

interaction in contrast to writing activities which could be more difficult at this stage of children's educational process since they do not have a deep knowledge of the writing system. Besides that, the way students start their educational process (they are accepted in the institution only from kindergarten) encourages the development of a very complete path that allows students to construct stronger social and pedagogical values. Nevertheless, having 35 children in one classroom is not very easy. So, it is necessary to find a way to create an appropriate linguistic environment through the usage of more meaningful and interactive materials such as visual stories that might help students participate and be included regardless the amount of individuals in a classroom.

Gillian (2007) states that "the visual is central to the cultural construction of social life in contemporary Western societies." (p.2) this is because, nowadays, people see the world through the visual information that they constantly receive from the television, the school, the family, internet, etc. Current generations interpret their reality in new ways and, for this purpose, they need innovative forms of conceiving themselves and the others in order to strengthen social relationships. In addition, when the visual is combined with telling stories it becomes a resourceful tool to keep students in continuous contact with the foreign language. Hendrickson (1992) affirms that "Today, caretakers and instructors tell stories to help children develop communication skills, enhance creativity, gain self-confidence, improve social relationships, and better understand the world." (p.4). The advantages of telling stories are many, which is why they can also represent an enjoyable resource for familiarizing students with the foreign language in a different and more attractive way.

As a conclusion, we may affirm that the creation of better relationships is enhanced by developing new and improved ways to communicate and interact with others. The strategies or

resources we use to communicate and the intention that the message carries define the development and results of our social interactions. Furthermore, it is convenient to help children discover and consciously make use of the abilities and strategies that will allow them to face and generate better relationships that can change or improve the way we live today. Thus, they might become citizens who are concerned about their lives and their future as well as others’.

Research Questions

1. What is the role of using a set of activities based on visual stories in the development of students’ communicative interaction in the EFL classroom within a framework of situated literacy?
2. What factors influence students’ interaction in the EFL classroom when exposed to a set of activities based on visual stories within a framework of situated literacy?

Research Objectives

1. To observe and characterize the role of using a set of activities based on visual stories in the development of students’ communicative interaction in the EFL classroom within a framework of situated literacy.
2. To explore and analyze the factors that influence students’ communicative interaction in the EFL classroom when exposed to a set of activities based on visual stories within a framework of situated literacy

Chapter II

Theoretical Framework and Literature Review

This section of the document presents the theoretical foundations that supported the present study as well as the review and analysis of five studies developed in recent years and which provide an insight of the results obtained when working with visual materials, communicative teaching and interaction in the classroom. This chapter also explains how and why every construct is pertinent to the development of the proposal presented in this research project.

State of the Art

To begin with, the first project, *A Guided Reading of Images: A Strategy to Develop Critical Thinking and Communicative Skills* by Sarmiento (2010), deals with the need of encouraging critical thinking to understand and act within a world that invades us with images and visual messages. The study raised two main questions: what role does the program for guided reading of images play in the promotion of 3rd graders critical thinking skills? And how do students use images to communicate in English? The project was intended to improve students' critical thinking with the usage of images. Moreover, the concepts of critical thinking (Paul and Elder, 2005) as well as visual literacy (Bamford, 2003) were some of the theoretical constructs of the study.

The intervention was an activator of the construction of meaning in the development of critical thinking skills. This proposal was divided into three phases: organizing information and ideas to get insights from words, images and signs, interpreting and drawing

inferences and finally, critical reading comprehension and creation at a complex level. The findings led to several conclusions. First, the analysis and interpreting of images within a context and the inference of their purpose can activate children's mental processes that allow them to internally visualize an image. Such processes might contribute to the development of critical communicative and visual reading skills. Second, the meaning of a message in an image is not found in the image itself, but in the reader's mind.

This project is relevant for the present study because it evidences the usefulness of images in reading and understanding the reality. Visual materials seem to be one way for children to deconstruct the reality and to understand it. This means that visual aids can help teachers build a reality in the classroom using the foreign language. Every child creates a particular and unique meaning for each image according to the experiences they have lived, and this fact is essential for language learning because people use language to interpret their reality. It can be concluded, then, that visual materials help learners to more freely interpret what they experience. Thus, they are able to create many possible interpretations that may be exploited by teachers in language classrooms. For these reasons, the cited project represents a meaningful reference regarding the usage of visual materials in the EFL classroom which is one of the aims of the present research study.

To continue with, the second project, *A study on the usefulness of Audio-Visual aids in EFL classroom: implications for effective instruction* by George and Hammoud (2013), characterizes the difficulties faced by EFL learners in classrooms: lack of motivation, lack of exposure to the target language, lack of emphasis on pronunciation, etc. The study addresses and explores the following statements: EFL Students' perception about the use of audio-visual aids in the classroom, and EFL Students' approach to audio-visual resources in the classroom. The study also works with the concepts of audio-visual aids and how they are perceived and used by

participants in education as well as textbooks used in language classes. The project discusses the possible uses of audio-visual aids, as well as their relevance inside the language classroom.

The study was conducted with 15 university students who answered a questionnaire. The questions proposed aimed at revealing students' perceptions about audio-visual materials. There were two main conclusions: First, using audio-visuals as a teaching method stimulates thinking and improves the learning environment in a classroom. Second, students find audio-visual sessions useful and relevant when it has some direct relation to the course content. Some of the most relevant implications mentioned in the document are related to the benefits of using audio-visual materials; impacting positively on the learning process, making the classroom interactive and developing interest in learners. The results of this research project support the idea of using strategies and materials that make English learning more enjoyable for students as well as more interesting.

This research project contributes to the present study because it provides an insight of the perceptions and relevance of using audio-visual aids in the EFL classroom, and how they can contribute to the development of communicative skills. Although the research study does not work with the same kind of participants or the same learning context of the present research study, the benefits of audio-visuals are clearly stated and highlighted. It is important to link the aids and materials used with the contents of the course, this is in order to build authenticity and reliability of the resources and techniques used to teach a foreign language. Combining meaningful materials, good techniques and the right contents, an appropriate and enjoyable learning environment can be created.

The third study, *Authentic Oral Interaction in the EFL Class: What It Means, What It Does not* Herazo. (2010), formulates a question that aims at finding out if all communicative activities in the classroom are equally successful when generating authentic communicative interaction.

Hence, the research question is: Are all activities said to be communicative equally successful when used to develop learners' communicative skills? In addition, the objectives of the project were to provide an informed discussion of what authentic oral communication involves; and to explore both student-student and teacher-student interaction as they presently occur in classrooms and describe them in terms of their conformity to what can be called authentic oral communication.

After that, the study mentions two concepts from Vigotsky's ideas which are the mediated nature of human cognition, and the Zone of Proximal Development. These ideas are related to the cognitive characteristics of human beings and the way in which they learn and interact with the world. For the methodology, the study uses recordings in order to collect data about different communicative events in the classroom and, in order to analyze this information, the project uses transcriptions. The first conclusion was that the script-based dialogue and the teacher-student interaction have very little to offer in terms of EFL proficiency growth. The second one affirms, however, that these activities retain some value in terms of pronunciation practice, confidence in handling the sounds of the language, and perhaps motivation, for the first case, as well as controlled language practice and the keeping of an orderly lesson for the second.

Consequently, this article was relevant for my study as it reveals that some communicative activities have more potential and effectiveness in order to generate meaningful interactions than others and, for this reason, it is important to have a clear perception of what communication is and of the nature of communicative activities. Moreover, it is possible to infer that although some interactive activities facilitate fluency improvement or authentic communication, others do not work on these aspects but on different aspects such as pronunciation or vocabulary learning. Furthermore, the choice of an adequate activity in order to work on a particular aspect of communication is crucial for language teaching and learning.

The fourth study, *Using audiovisual aids to increase the communicative competence in second and third grade at Prado Veraniego* (Castañeda and Correa, 2011), presents the insufficiency of materials and the environment in general in regard to English learning and teaching in primary education. This study proposes the usage of audiovisual aids in order to foster communicative competence in students and create a more meaningful and interactive learning environment. The proposal included materials such as photographs, videos, songs and structured dialogues; it was divided into two stages of six months each. The data was collected through the usage of observations, interviews and surveys.

In addition, the two conclusions of the study stated that the usage of meaningful contents in English teaching generates motivation and interest in students and helps create a new and innovative learning environment. The authors relate meaningful contents with the usage of audiovisual aids that help students get motivated and interested. These aids also encourage participation and interaction. The second conclusion asserted that students preferred to study by using innovative techniques that allowed them to interact with objects, a computer, an electronical device, etc. instead of studying techniques such as repetition or writing exercises.

The study stated above contributes to the present research because it affirms that audiovisual aids, as well as other visual tools, have potential as a tool for language teaching and learning. By combining visual supports and meaningful contents, students can experience an environment that allows them to communicate and interact with others. Furthermore, and for the purpose of this project, when visual aids work together with a strategy such as stories they might create a more vivid and propitious teaching and learning process.

To finish with, the fifth study, *Using digital stories to improve listening comprehension with Spanish young learners of English* by Verdugo and Belmonte (2007), included 220 students divided into two groups and 6 teachers. This project aimed at using internet-based activities to

improve students' listening comprehension and it was a quantitative study whose data collection instruments were internet-based tests. The stories proposed were carefully chosen under the criteria of using simple structures and vocabulary in order to foster students' comprehension and inference abilities.

Although the results were analyzed in quantitative terms, the authors presented two assertions that are worth stating; first, the usage of digital stories promoted concentration and focused children's attention on the oral input received; second, the instruments such as observations and diaries revealed students' positive attitude towards collaborating in the performance of the tasks. In addition to that, Verdugo and Belmonte concluded that it is urgent to develop new material and resources and also to continue deepening the research about the incidence of using digital materials as a way to foster pupils' abilities.

The study previously reviewed is important for this project because it reveals the interest that students manifest towards innovative activities that involve the usage of new technologies. For the present research, it is crucial to consider the genuine interest that children may have regarding visual stories and the way they are presented; through images and videos. The study stated above also shows that stories, as a learning tool, are a resource that encourages the comprehension of the foreign language in young learners. This first stage of comprehension must be complemented with interactive activities and materials that are relevant for students.

Theoretical Framework

Communicative Competence

Communicative Competence is a term that has been widely discussed during the last decades, this is why it presents many definitions or theoretical approaches that do not make it a very clear concept to deal with. Several approaches to the definition of communicative

competence are discussed here in order to build the theoretical construct that supports the development of the pedagogical intervention proposed in this project.

To begin with, Chomsky (1965) and Hymes (1972) established the foundations for understanding the term competence; Chomsky worked on the difference between competence and performance, and Hymes added the socio-cultural factor of it. However, we will not emphasize on these definitions since they have been widely criticized. Although it is important to acknowledge the essential contributions they have made when providing the basis for following authors to expand on the topic.

Savignon (2002) briefly defines competence as “the ability of classroom language learners to interact with other speakers, to make meaning” (p.3). She proposes then a conception of competence as an ability for interacting and points out the importance of others’ participation in the creation of meaning. This idea remarks the decisive role of interaction, a theoretical construct that is presented in the next section. Besides that, another definition made by Savignon can be found in Bagarić & Mihaljević (2007) where she affirms that communicative competence is “the ability to function in a truly communicative setting – that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors.” (p.96). This shows the relevance given to several factors such as the setting in which communication takes place, the adaptability to the context, the linguistic and paralinguistic knowledge and the role of the interlocutors in this communicative exchange.

Savignon affirms that communicative competence is an ability, instead, Widdowson (cited by Bagarić & Mihaljević 2007) states that there is a considerable distinction between competence and capacity:

In this respect, he defined competence, i.e. communicative competence, in terms of the knowledge of linguistic and sociolinguistic conventions. Under capacity, which he often referred to as procedural or communicative capacity, he understood the ability to use knowledge as means of creating meaning in a language. According to him, ability is not a component of competence. (p.95)

This definition may lead to think that competence is the pure linguistic and sociolinguistic knowledge of a language while capacity is the ability to use that knowledge. In contrast to Sagivnon's perceptions, there is no an agreement on whether competence implies or not the ability to use language. For this reason, communicative competence is understood in this project as the linguistic knowledge and ability that an individual has to appropriately produce and use any linguistic utterance at a given moment and under certain social conditions related to the interlocutors. One important aspect of this idea is that communicative interaction is always conditioned by social aspects of language and human life; students need to understand the social conventions used during conversation so that they do not interfere with the understanding and interpretation of the message.

When faced to an EFL classroom and the learning needs that participants have, the understanding of communicative competence gives the teacher-researcher an insight to what kind of activities need to be developed in order to improve students' competence in English such as collaborative or interactive activities, as well as the many kinds of resources that can be used in order to encourage spontaneous and meaningful interaction; games, videos, podcasts, television programs, e-learning environments, flashcards, posters, workshops, etc. Visual aids were used in this project in order to explore students' ability to use a foreign language. Students' competence may be enhanced through the usage of almost any resource, though using visual materials can influence other ways of thinking different from

remembering grammar structures or the correct pronunciation of a word; visual materials may rather work on fluency and self-expression thanks to the variety of information contained in them and the utilitarian function that it accomplishes in children's learning process. For this, the importance lies in the fact that students need to develop creative and procedural attitudes and abilities and not only repetition habits.

Interaction in the EFL classroom

The conception of communicative competence explained before is closely related to that of interaction, since communication is conceived, in this study, from a social interactive perspective. That is why the concept of interaction is mainly conceived from Brown (2007) who says that it is "the collaborative Exchange of thoughts, feelings or ideas between two or more people, resulting in a reciprocal effect on each other" (p.165). This concept is the key to develop the pedagogical intervention proposal, which uses visual materials in order to generate casual and meaningful interaction, since it highlights the importance of both the participants and the fact that they are affected mutually by the exchange. The problem identified in the class involves a lack of interaction in the foreign language and this is because they need an environment that asks them to exchange information in order to accomplish a communicative goal.

Talking to someone else is something natural in most of the people, and this is why the classroom should create a place where children can talk to others freely or with some guidance. It is vital for learners to experience a real, or at least close to real, communicative situation so that they can really face it and learn from that. Since exchanging thoughts, feelings or ideas may be seen as one of the major goals of learning a language, the creation of an interactive learning environment might as well allow some meaningful improvement in student's communicative abilities and knowledge.

Rivers (1987) remarks that: “*using* a language when their [students’] attention is focused on conveying and receiving authentic messages (that is, messages that contain information of interest to speaker and listener in a situation of importance to both). This is *interaction*.” (p.4). Rivers points out the authenticity of the messages that are being exchanged and the importance of these for both participants in communication. What is being said when interacting must have some sort of relevance for both parts so that it can be useful and therefore meaningful. Rivers also affirms that interaction means “*using*” a particular language, which leads us to think that students need to have a practical approach to language learning in order to understand its fundamental role for almost any human exchange. Based on that, the learning of any language should be based in generating an adequate environment so that participants are able to use the language for communicating, if not fully authentically, at least the most meaningfully possible. This happens because of the difficulty of generating completely authentic situations in the classroom.

Situated literacy

This project was based on the idea that there is always a continuous process in the classroom that aims at preparing students for what they will need to face in the society in which they will be immersed. First, we need to define literacy as a whole to focus, later, on the understanding of situated literacy. The UNESCO (2006) defines literacy in *Education for all global monitoring report* as: “The most common understanding of literacy is that it is a set of tangible skills – particularly the cognitive skills of reading and writing – that are independent of the context in which they are acquired and the background of the person who acquires them” (p.149). The understanding of literacy as a set of skills is not sufficient since it should imply other things that could prepare learners to face demanding situations of understanding and interpretation later in life. However, this definition is relevant in the sense that it affirms that a set

of skills is a fundamental part of the definition of literacy, although there must be some further development towards more interpretative and critical aspects of learning.

In order to go deeper into the topic, the definition adopted in this project is that of Richard Kern (2000) who states that:

Literacy is the use of socially-, historically-, and culturally-situated practices of creating and interpreting meaning through texts. It entails at least a tacit awareness of the relationships between textual conventions and their contexts of use and, ideally, the ability to reflect critically on those relationships. Because it is purpose-sensitive, literacy is dynamic—not static—and variable across and within discourse communities and cultures. It draws on a wide range of cognitive abilities, on knowledge of written and spoken language, on knowledge of genres, and on cultural knowledge. (p.17)

The author refers to more aspects such as social, historical and cultural-situated, besides, the spoken language is kept in mind. The social and cultural-situated practices referred to above are relevant for this project because they account for a more opened and diverse perception of situated literacy. In addition, understanding literacy as a process that encourages creation, interpretation and reflection of meaning in both written and oral texts better supports the idea of preparing students to face challenges in life. It is well known that literacy, nowadays, focuses mainly on written aspects of language and knowledge. However, literacy implies more updated tools (tools based on technology or on visual aspects that do not require very advanced writing or reading skills) that allow individuals to participate in social situations regardless of their writing and reading skills.

To complement these general perceptions of literacy, this research study highlights the situated nature of this construct. Regarding this aspect, Hamilton (2010) asserts that “literacy is *situated* and embedded in local activities, and can never be pulled out and captured as a separate

and unvarying thing” (p.8). It means that literacy development, in educational environments, needs to keep in mind how to prepare students for being an active part of a particular community. Teaching literacy becomes, then, a process that must involve participants’ experiences that are related to local contexts and which will be later related to more global aspects of learning and education. The visual story used for the intervention accounted for building an environment for learning English through situations that were familiar to students’ within their local context: having dinner, going to the park, going to someone’s birthday, getting ready for school, etc.

Thereby, this project intended to influence the way in which oral interaction and communicative competence were conceived and developed throughout the process of situated literacy that is carried out in the school. Likewise, this study also aims at encouraging a real preparation of students as future social actors that will need to interact with peers in their local community as well as with people from other cultures. Therefore, education should provide tools that students can use to generate new and original ideas and participate in processes of innovation in society.

Visual stories as an EFL learning tool

The idea of using visually represented stories came from the fact that current foreign language teaching materials fail to motivate and engage students in a relevant learning process that means something useful and interesting for them. Stories and visuality are defined in this section for clearly stating what this research means by visual stories. The combination of both strategies is crucial in order to create an innovative tool that has the potential to generate interaction and communication in the EFL classroom.

To begin with, stories are understood as "a connected narrative of important events especially of the remote past" (Webster, 1961). This way, the most important aspect is the existing connection between the events. This connection is represented in this project with the

characters. They were present throughout all the sessions while they were performing different actions or events of the story. Besides, one single story was used throughout all the stages of the research thanks to the wide variety of episodes that the visual story offered as well as the ease with which the visual story could be adapted. Hendrickson (1992) states several benefits of listening and telling stories: “helps students develop their ability to understand the spoken language, become aware of cultural values different from their own, sharpen their memory skills, develop their ability to predict upcoming actions and events, (...) speak the foreign language creatively, to integrate information and knowledge they learned from other sources, and to become more self-confident in their ability to express themselves spontaneously” (p.7). Plenty of these benefits are associated with understanding and using the language, which is why this project intends to conceive stories as a means for students to interact with the language and hence generate communication in the classroom.

To continue with, the usage of stories is complemented through visual materials that aim at transforming the story into a more meaningful and attractive source of language input and at the same time a resource to promote interaction and communication. Visual materials such as images, pictures or videos are used because they are “fundamental for complex mental processing” (Brill, Kim, and Branch, 2007, p. 51). The visual materials used in this study had the intention to provide different kinds of information that students could handle in order to communicate. This is due to our current educational system often emphasizing on developing alphabetical knowledge of the language; although it is essential, there must be a deeper development of communication in other aspects such as interpreting gestures or images.

Having established the importance of combining stories and visual materials, it is important to provide a description of the visual story implemented throughout the pedagogical intervention; Gogo’s adventures is a story of an Alien and his two friends from Earth who go through a lot of

situations in which they learn something different every time. The story is divided into chapters in its video version but, for the purpose of this project, the situations in the story were presented through visual materials such as images, cartoon characters made of carton, little images to color, photo sequences, a web site, etc. The potential familiarity that children might have with the events in the story was the main reason to choose this story, besides the high number of characters that had multiple colors and forms and the magic that Gogo uses to help his friends.

Visuality was understood in this project as “the way in which vision is constructed in various ways (...) in which both what is seen and how it is seen are culturally constructed” (Gillian, 2007, p.2). Students have had many life experiences that make them interpret reality in a different and unique way, for this reason the visual materials are necessary in order to provide a language resource that leads students to a lot of possible interpretations. Therefore, stories and images combined produce a tool that is worth using since it has been said to carry a lot of benefits for both teaching and learning.

This chapter presented the theoretical foundations of this project. There was a discussion of former investigations that provide a background of the field as well as the most relevant theoretical concepts that support the research. The constructs of communicative competence, interaction, literacy and visual stories as a pedagogical tool were presented in order to consolidate a solid scientific and academic vision. The next chapter presents the design of the research which includes the research paradigm adopted, the type of research and the data collection instruments and procedures that were used and followed during each stage of the research.

Chapter III

Research design

This part of the document presents the research paradigm that guided this research study, the type of research that was conducted i.e. action research, and the data collection instruments and procedures that were implemented and followed for the collection of the data. These elements are explained and described here with the purpose of nourishing the methodological framework of this study.

Research paradigm

This project is framed within a qualitative research paradigm understood as “a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem” (Creswell, 2009, p.4). This paradigm assured that there was some sort of sociocultural relevance attributed to the context under study and the subjects involved. In this study, the teacher-researcher became part of an educational community and was expected to bring about some improvement and change into his school practices and to act upon the real context of the social group. For this, there is, first, an exploration of the incidence of implementing visual stories in the EFL classroom and, then, an analysis of that exploration in order to reach a good level of understanding of the new learning material source and how it affects students’ learning of English.

Therefore, the meaning attributed to a reality by certain people and under certain circumstances is what becomes relevant when working with human groups whose context, characteristics and conditions are always unique. This approach allowed the researcher to base

his conclusions on humanistic interpretations of the data collected so that participants' feelings and impressions were kept in mind.

Type of research

This study was developed under the precepts of action research. May (1993) shortly describes action research as “the study and enhancement of one's own practice” (p.114). This definition gives a very broad idea of what this type of research is but it sets its main intent i.e. the constant improvement and enhancement of one's practice as a teacher researcher who is always reflecting on his/her own practice and trying to improve it for the benefit of learners.

Action research is a collaborative process that includes different participants in an educational context. Hine & Lavery (2014) give another insight of what this type of research is defining it as “the process of collaborative inquiry conducted (...) to understand and improve the quality of actions on instruction” (p.2). This statement elucidates the idea of action research as a method to improve everyone's own practice. Nonetheless, the most appealing characteristic for young teacher-researchers is the fact that this kind of research allows real and meaningful intervention in a particular context and thus it is possible to generate early and important changes that are a benefit for all participants in the project.

Provided that, we could agree that when there is a group of children in front of a teacher and they expect this person to teach them something funny and interesting (because that is why they look for at that age) but at the same time useful, any teacher must be ready to successfully fulfill those needs. The second grade group of this study had some very particular needs for which action research provides the tools to offer immediate solutions and continuous reflection in order to really solve problems that are harmful to the learning process such as the amount of students, the lack of interaction or having a teacher centered class. This is made based on experiential and contextual information that, analyzed altogether, is the key

to understand the problem identified. Stringer (cited by Hine & Lavery, 2014) affirms that “the purpose of inquiry is to find an appropriate solution for the particular dynamics (...) in a local situation” (p.1).

One more feature of action research that is worth discussing is the way in which it is carried out. Four stages are proposed based on Kemmis and McTaggart’s (1988) work which identifies: Plan, Act, Observe and Reflect; planning involves identifying problematic situations in the classroom, informing about the issue identified and organizing ideas about teaching and how to perform the acting stage. Acting requires the trialing of what was defined during planning, collecting data through observations or different resources that allow the researcher to question what is being done. Observing includes the analysis of the information gathered, and then the reporting and sharing of this data so that it can be seen by other participants of the project as well as external teachers or researchers. The last stage of reflecting has to include evaluation so that changes can be done based on the findings. This evaluation may lead to reconsider some of the assertions made during the process (Kemmis and McTaggart’s, 1988, p. 5). These four stages (Plan, Act, Observe and Reflect) were systematically carried out in this research study during the three cycles developed for the pedagogical intervention. This fact permitted the teacher-researcher to keep evaluating the results at the end of each cycle in order to propose solutions to the particular difficulties experienced.

Data Collection Instruments

In order to assure the reliability of the data collected, three instruments were used because they enable the researcher to gather data about participants’ behaviors (note-making), utterances (audio recording) and perceptions (interviews) towards the activities in class. These instruments are intended to answer the questions and objectives of the study. Besides, the intent of bearing in

mind different sources of information as well as points of view is to be able to validate and triangulate the data. Yin (2011) affirms that triangulation is: “(...) the goal of seeking at least three ways of verifying or corroborating a particular event, description, or fact being reported by a study. Such corroboration serves as another way of strengthening the validity of a study” (p.81). From this, it can be concluded that having provided sufficient and reliable data sources allowed the research to have a better and more valuable analysis of the data. Table 1 (based on Sagor, 2000) presents the triangulation of the instruments.

Table 1

Triangulation plan of the data collection instruments

Research questions/data sources.	SOURCE #1	SOURCE #2	SOURCE #3
1. What is the role of using a set of activities based on visual stories in the development of students' communicative interaction in the EFL classroom within a framework of situated literacy?	<i>Field notes</i>	<i>Group Interviews</i>	<i>Audio recording of interactive sessions</i>
2. What factors influence students' interaction in the EFL classroom when exposed to a set of activities based on visual stories within a framework of situated literacy?	<i>Field notes</i>	<i>Group Interviews</i>	<i>Audio recording of interactive sessions</i>

Note-making. The use of observation notes aims at describing and documenting all important events in the class in order to provide the most objective information about the participants and their context. Burns (1999) affirms that note-making can be used “as a way of documenting and analyzing issues and themes already identified as the main purpose of the research, or alternatively, as a useful way of finding a clearer focus for the research in the initial stages” (p.85). Note-making was a really useful tool at different stages of the intervention. First, for establishing a research purpose, and then to collect data about the results of the interventions applied in each lesson. The field-notes format used (See Appendix 1) gave space for objective descriptions as well as for interpretative comments both from the teacher-researcher who took a completely participant observation role already discussed in this chapter. Eighteen field-notes formats were taken throughout all the sessions planned for the intervention and they revealed a lot of information about students’ linguistic and social behaviors and the unexpected or unplanned events that took place during each teaching session.

Group interviews. The decision of using group and not individual interviews was based on the amount of students since there are 32 of them. Students were divided into groups of six people and they were asked the same questions (See Appendix 2) about their perceptions of the classes, the materials, their classmates, etc. Creswell (2009) briefly defines group interviews this way: “These interviews (group interviews) involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants” (p.181). There were four questions in Spanish about students’ perceptions of the class and the learning experiences they had during the sessions. There was also one question in English at the end of the interview whose purpose was to document students’ reactions and attitudes towards answering in English.

Audio recording of interactive sessions. This kind of recording allowed the researcher to analyze linguistic interventions of the participants in the classroom as they happened either in a natural and spontaneous way or guided by the teacher. It was not intrusive for the context of the classroom to have a small audio recorder in the hand because this element does not interrupt the class at all. Particularly for this project audio recording was vital as a “source(s) of accurate information on patterns of interactional behavior which may not be obvious during the actual teaching process” (Burns, 1999, p.94). All auditory data were gathered in a format (See Appendix 3) that allowed to transcribe each session. Recording interactive moments of the class was essential for the project since the intervention aimed at generating interaction through the use of visual stories.

Data Collection Procedures

This section presents the data collection procedures followed during the research, the dates and the way in which each instrument was used. The project was divided into two main stages; the first one was from August 2015 to November 2015. During this period, ten field notes and a survey were implemented in order to define the research problem of the project. The second stage was composed of three cycles which involved implementing, collecting data and reflecting about the data. This was, as said before, a cyclical process that allowed changes during the implementation of the intervention

As a first step, the pre-service teacher sent students’ parents an informed consent (See Appendix 4) which asked parents for a legal permission to collect data from their children as part of the research project. This format was sent on February 20th, 2016 and it was necessary in order to fulfill the legal and moral requirements before gathering any kind of information from participants. Most of the parents manifested their approval of the information to be gathered; for those who did not authorize collecting data, their children were not part of the

data of any instrument, except for field notes which did not state any name so that children's identities could be protected.

Second, for the first stage of the project, which consisted of collecting data for setting a research problem, it was necessary to apply a survey (October 15th, 2015) to the participants to be able to gather their socio economical and family conditions. Moreover, field-notes were used in order to support the needs analysis that was made later as well as the problem statement and the research question that guided this research study. This stage lasted four months in which the teacher-researcher had a role of observer with limited participation time.

Third, for the second stage, the study established three cycles of six sessions each. Field-notes were taken during the eighteen sessions scheduled starting on March 3rd and finishing on August 25th, they were the main source of data. Short notes were taken during the class and they were expanded after the end of the lesson. The field notes formats were used depending on the relevance of the information they provided for the analysis, this was because using all of them would occupy much space.

As a fourth step, the group interviews were performed at the end of the third (August 25th, 2016) cycle, they were intended to gather students' general perceptions about the project. Groups of six people were used for students' comfort as well as for the convenience of the research in the way the data were handled. The interviews were performed out of the class schedule so that they would not affect the development of regular lessons.

To finish with, two sessions were audio recorded during the whole project. They were made during the practice sessions of the lesson plans i.e. the second parts which were intended to generate interaction. The first recording was made on April 28th and the last one on June 16th. These recordings aimed at documenting students' interactions during the classes in which an interactive game or activity was applied. Students worked in pairs during the interactive

sessions. For this reason, each session actually represented the recording of 16 different dialogues performed by the pupils.

This chapter presented the methodological design of the present research project; the research paradigm, the type of study as well as the data collection instruments used and the data collection procedures followed. The chapter provided an accurate description of the research design that included dates and frequency of application of the instruments. The next chapter contains a detailed description of the pedagogical proposal of this study, the stages of the project and the visions of curriculum, classroom, language and learning which underpinned the intervention.

Chapter IV

Pedagogical Intervention

This chapter presents the pedagogical intervention proposed based on the problem statement formulated in the first chapter. This section of the document introduces the theoretical visions that underpinned this intervention; the visions of curriculum, classroom, language and learning. These concepts are defined and discussed in order to provide well informed pedagogical bases that support the research. These pedagogical visions defined the perspective of teaching that was used as well as the development of all the activities.

The vision of curriculum

The vision of curriculum adopted for this project is that of “the totality of learning experiences provided to students so that they can attain general skills and knowledge at a variety of learning sites” (Colin, 2009). By using words such as *totality* or *general* the author reveals the amplitude of what curriculum involves. This research study kept in mind that the curriculum is a broad term that includes all participants, places, subjects, processes and actions involved in education. These practices define the development of students’ abilities and perceptions of the world and the society. For this reason, the intervention proposal set as its objective the production of significant changes within the community. This study considers that learning experiences are the key source for transforming and improving any educational environment. Moreover, there are certain components of curriculum that Walker (cited by Colin, 2009) affirms are an essential part of this term: contents, purpose and organization. The IPN provides many tools, places, and

facilitators in order to enhance the creation of meaningful learning experiences for both students and teachers. However, the materials and activities did not seem to allow that to happen. That is why the usage of visual stories as meaningful materials was implemented in this intervention as one way to complement students' learning experiences in the school. In general terms, this institution has a standardized curriculum that allows students to take a well-defined path in their educational process.

The vision of language

Language was mainly conceived in this project as means of self-expression as Tudor (2001) defines it: "it is (...) the medium by which we build up personal relationships, express our emotions and aspirations, and explore our interests." (p.65). this perspective was taken bearing in mind that participants were in second grade and they might need to express their feelings and emotions as well as their perspectives of the world. In addition to this, pupils often refer to themselves and to their likes and conceptions of things, and that fact could be well used in order to develop their communicative competence through the use of visual stories which propose different events each time. As a complement of this vision, this study highlights the importance of language from a functional perspective, Hymes (cited by Tudor, 2001) defines language: "as the medium by which members of a speech community express concepts, perceptions, and values which have significance to them as members of this community." (p.57). this definition is relevant because the study aimed at understanding how students' communicative skills could be fostered in order to improve their understanding of a foreign language.

The vision of learning

The conception of learning in this project was that of “a naturalistic form of learning or ‘picking up’ of a language” (Tudor, 2001). This definition supports the fact of learning and teaching a language as part of a natural process of human life. Besides, children need to “pick up” the language which means understanding, appropriating and using the language naturally. This view was adopted to reinforce the fact that the learning process in the school represents a substantial part of children’s life experiences during their childhood and, later, the adolescence, and that is why learning should be a natural and spontaneous process that does not make students feel stressed or annoyed. Looking at learning as a natural process requires exposure to the foreign language as well as setting communicative purposes in order to fulfill the learning objectives. With this purpose in mind, the research proposed the usage of visual stories which could be very useful to transform learning into something relevant and enjoyable through the interaction with the characters and events of a story.

The vision of classroom

The way in which the classroom was conceived defined some of the main aspects to keep in mind for the pedagogical intervention. For this project, the classroom was understood as a communicative classroom (Tudor, 2001), but it must be clear that this conception can be divided into the classroom for communication or the classroom as communication. Tudor (2001) asserts that “the classroom itself is part of the real world of students in here-and-now of their lives as individuals and social actors. Communication, then, is not just something which happens ‘out there’, but also a process which occurs within the social environment which we call the classroom (p.115). Furthermore, the intervention proposal aimed at transforming the classroom in an appropriate communicative environment so that students could communicate freely without having to wait to use what they had learned in the past. To reach that goal, the environment built

to facilitate communication was based on visual materials, this, in order to explore the potential of this resource as an English learning tool.

Instructional Design

The intention of this intervention was to explore and analyze the ways in which the usage of visual stories may influence the oral interaction in the classroom. The visual story used was based on a series of videos created and produced by Methold (2001). From this series, called *Gogo's adventures with English* (image 1), almost a hundred episodes were produced. They present the adventures of three main characters that experience magic situations while living very common scenarios such as having dinner or meeting other's families. The characters were used throughout the project to build stories and generate imaginary scenarios where children could participate freely.

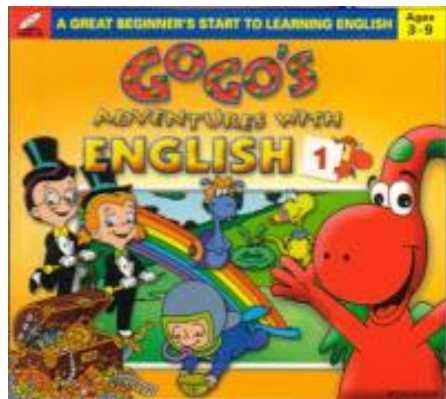


Image 1. *Gogo's Adventures with English*

This intervention included three phases whose contents were discussed with the official teacher at the school so that the topics used in the classes could fit the program of the institution. For every phase, three lesson plans were designed, for a total of nine. These lesson plans were divided into two parts; the first was an input stage where students were introduced to new vocabulary, and the second was directly related with using a visual story in order to foster

spontaneous communication in the classroom. The format of the lesson plans (See Appendix 6) contained: course, teacher, three to five objectives, the topic, the estimated duration and the appendixes if necessary. Besides, the totality of lesson plans contained the research questions and objectives of the study. Each part of the lesson plan had an estimated duration of 90 minutes which means that every lesson plan covered 180 minutes. Eighteen lessons of 90 minutes were carried out on a weekly basis and they were accompanied by the official teacher who provided her help. Table 2 describes the three cycles of the project which aimed at following action research cycles. After each stage was finished, there was an evaluation of the results obtained. These results guided the researcher towards changes that could improve the process in the upcoming stages.

Table 2

Intervention proposal cycles, contents and development

Cycle	Topic	Objective and contents	Time
1	Immediate environment	Objective: get familiar with the immediate environment by using the foreign language while interacting with the classmates. Interactive contents: Doing a favor and asking for it, asking for the location of something, expressing and finding out preferences.	6 sessions (6 weeks). 90 minutes per session. 9 hours total. March 3, 10, 17, 24, 31, April 7.
2	Me and the others	Objective: talk about oneself and one's family, as well as friends and routines. Interactive contents: describing my clothes and others', expressing one's and others' abilities, asking about abilities, asking for and giving directions.	6 sessions (6 weeks). 90 minutes per session. 9 hours total. April 14, 21, 28, May 5, 12, 19.

3	Me and the nature	<p>Objective: get familiar with the elements of nature in a proposing way.</p> <p>Interactive contents: providing reasons, describing a plant and its parts, asking where people live.</p>	<p>6 sessions (6 weeks). 90 minutes per session. 9 hours total.</p> <p>May 26, June 2, 9, 16, August 18, 25.</p>
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The following paragraphs present a description of each cycle along with the detailed content belonging to each session. The contents were utilized keeping in mind the curriculum of the school. The official teacher uses a guide book that proposes a lot of different activities related to several different topics such as the animals, the city, music, etc. After every cycle was finished, there was an assessment that allowed the teacher-researcher to make some significant changes in terms of instructional design and methodology. It is also important to remember that the main focus of the research is the communicative content.

1. **Cycle 1. Immediate environment:** This cycle intended to get students familiar with their close environment as well as to practice communicative abilities such as asking for favors or making questions. Every lesson plan described here was divided into two parts, as mentioned in the research design, chapter three.
 - a. **Lesson plan 1:** In these two sessions students needed to help Gogo and his friends find their school implements which they had lost in the class. This aim gave students a clear purpose of what they did during the activities. After practicing the vocabulary and the expressions, there was an interactive activity in six big groups. The vocabulary of this session included the school supplies, the communicative content was asking for favors and the grammar content was the verb can in questions such as “can you lend me your pencil?” or “can I borrow your book?”.

- b. Lesson plan 2:** The aim of these sessions was to help Gogo find his friends who were in the house. For this, there was, at first, a vocabulary appropriation stage and then an interactive activity prepared so that the new words just learnt could be used. In this activity students had to ask their classmate where a character of the story or one of his implements were. The vocabulary in these classes was related to the parts of the house, the communicative content consisted in providing basic information and the grammar content was opened questions with the verb to be such as “where is Anthony?” or partial questions such as “is Jenny in the kitchen?”.
- c. Lesson plan 3:** In these classes, students needed to help Gogo and his friends decide what to take for lunch and dinner. After playing a game where each child was given the name of a fruit, vegetable, meat, etc., there was an interactive activity where they asked other students what they liked for lunch so that they could decide among all. This session dealt with the vocabulary related to the food. The communicative content was asking for likes and dislikes and the grammar content included simple present questions with the verbs to be and like, for example: “is ice cream your favorite food?” or “do you like carrots?”.
- 2. Cycle 2: Me and the others:** This cycle introduced children to topics that required them to talk about someone else and interact more actively with their classmates and teacher. Using the third person was a recurrent topic, other contents included describing the clothes and giving indications.
- a. Lesson plan 4:** In these classes, students helped Gogo and his friends choose an outfit for an event. The usage of small flashcards was useful as a tool that students could interact with easily. Students chose their clothes and described them, then, for the interactive activity, students were asked to work in pairs and ask questions about their

clothes. These sessions included vocabulary of the clothes. The communicative content consisted of describing and asking about clothes and the grammar content was using the verb to be, to have and to wear in order to make descriptions and questions using simple present, for example: “I have blue pants”, “I wear white shirts” or “are you wearing black shoes?”

- b. Lesson plan 5:** These sessions involved students in helping Gogo and his friends choose a sports class in the school. After playing a game to check the vocabulary, students carried out an interactive activity where they asked their classmates what abilities they had so that they could recommend a sports class. The vocabulary was focused on actions or verbs, the communicative content included asking questions about abilities and the grammar content was the negative and affirmative form of the verb can and the imperative with expressions such as “dance_i” or “let’s play_i”.
- c. Lesson plan 6:** Students were asked to guide their friends through the city in order to meet Gogo, Anthony and Jenny, the characters of the visual story. They needed to learn some expressions in order to correctly guide their classmates to their destination, the two sessions were carried out outdoors, in one park inside the school. During the development of this lesson plan the group participated in dialogues in pairs proposed by the pre-service teacher that aimed at revealing students abilities to use what they had learnt during the rest of the cycle. Besides that, the vocabulary of these lessons referred to the places of the city. In addition, giving directions and indications were part of the communicative content and the grammar topics included imperative and wh-questions, for example: “go straight”, “Where is Gogo?” or “Is Anthony in the church?”.

- 3. Cycle 3: Me and the nature:** This stage aimed at familiarizing students with nature and the planet. All sessions in this part were made in a park inside the school. The content was related to animals, places of nature and simple present questions. The level of interaction was expected to be more advanced.
- a. Lesson plan 7:** Students were asked to take care of Gogo's garden by adding new plants. After playing a game with the vocabulary of the parts of the plants, students participated in an interactive activity that required them to draw a new item for Gogo's garden and then describe it to their classmates in group work. These classes worked on vocabulary about plants (root, seed, fruit, etc.) as well as reviewing some fruits and vegetables. The communicative content was offering something, and as grammar content the students reviewed how to make questions with simple present as well as answering them, for example: "is it a fruit?", "is the potato a root?" or "what part of corn do we eat?".
- b. Lesson plan 8:** Students needed to help Gogo and his friends go through the jungle while learning about animals, how they look, what they eat, where they live, etc. These two sessions aimed at letting students express their opinions about different animals through the usage of "why" and "because" in order to ask for and give reasons. For this purpose, some students used masks of animals and the others pretended to be the public in the zoo. The animals were presented as the vocabulary content, the communicative content included asking basic information questions that required learners to use simple present, for example: "what does the elephant eat?", "does the tiger eat fruits?" or "why do giraffes have long necks?".
- c. Lesson plan 9:** In these lessons, students helped Gogo and his friends find a new place to live. Students colored some little images and performed some exercises in

order to get familiar with the vocabulary and then they were part of an interactive activity outdoors where they did a circle and two students asked their classmates where they lived, students took turns so that all could participate. The places where people live were seen in these classes (desert, beach, forest, city, etc.). The communicative content also included asking basic information questions formulated using simple present such as “where do you live?”, “do you live in the desert?” or “do you like the beach?”.

This chapter presented the visions adopted as foundations for the pedagogical intervention that is then clearly described cycle by cycle that explains the articulation of the visual stories with the contents of the classes and the objectives of the project. To continue with, the next chapter of this document contains the data analysis and findings from which the categories of analysis emerged. The data analysis procedures are explained and, after that, each category is analyzed in the light of data samples directly taken from the instruments.

Chapter V

Data analysis and Findings

This chapter presents the analysis of the data collected during the study under the framework of the research questions stated in chapter one. There is, at first, an explanation of the data analysis procedures that were followed in order to validate and triangulate the information gathered as was explained above in chapter three. Besides, the data analysis approach as well as the perspective are presented. Next, the chapter presents a description and interpretation of the categories of analysis issued from the data.

Data analysis procedures

This study used a grounded approach for analyzing the data since it “emphasizes becoming immersed in the data—being grounded—so that embedded meanings and relationships can emerge” (Patton, 2003, p.111). This means that the categories for analyzing the data emerged from a direct contact of the researcher with the information collected. Also, this approach represented a benefit for the analysis because it allowed the researcher to focus on a wide variety of information without disregarding small details. In addition, the method employed for the data analysis was inductive because it “involves *discovering* patterns, themes, and categories in one’s data.” (Patton, 2003, p.110). This method of analysis and the grounded approach offer the study a solid and reliable way of interpreting the data by taking an inner perspective. This perspective comes from the researcher who was teacher at the same time and who was part of the educational community as an active agent. This kind of perspective is called emic, which Rosa and Orey

(2012) define as “(...) the internal view, of the observed who are looking from within, with a particular, unique and analytical attitude”. This perspective, adopted to analyze the data, grants the existence of a point of view that accounts for the interpretation of the reality studied from a participant’s vision and not from an outsider. This answers for the aim of the research which was to intervene within a pedagogical environment in order to generate improvement.

To continue with, this section presents a description of the stages followed for organizing and analyzing the data. These procedures were not performed in a linear way due to the re-checking process that was necessary for validating interpretations and conclusions. The stages that are presented here were based in part on Yin (2011) who states that:

The first analytic phase, *compiling* data into a formal database, calls for the careful and methodic organizing of the original data. The second phase, *disassembling* the data in the database, can involve a formal coding procedure but does not need to. The third phase, *reassembling*, is less mechanical and benefits from a researcher’s insightfulness in seeing emerging patterns. (p. 176)

As a first stage, the analysis involved organizing the field notes formats, the audio recording transcriptions and the interview transcriptions in folders of different colors that could be easily identified. Each format was labeled with a number corresponding to its cycle. The field notes were continuously checked in order to find any change that could be necessary during any of the three cycles carried out. At the end of the intervention, the analysis started with the field notes, then, it continued with the audio transcriptions and the interview transcriptions were analyzed at the end. For the next stage, the procedure consisted of coding the data, this process allowed the researcher to find emerging patterns later in the third stage. The coding involved labeling pieces of data by assigning them one word or phrase that summarized the idea of the

quote, this word or phrase would become a potential category of analysis. Yin (2011) also remarks that “The purpose of trying to code [these items] is to begin moving methodically to a slightly higher conceptual level.” (p.187). this is why the usage of codes represented a useful tool to categorize information that allowed the researcher to find recurrent ideas and themes throughout all the instruments.

Finally, the third stage required the researcher to find patterns that could lead to the formulation of categories of analysis and hence get engaged in a more conceptual discussion of the findings under the light of the ideas stated in the theoretical framework presented in chapter two. The categories resulting from this stage are presented in the next section of the document through the analysis of several samples extracted from the data collected.

Categories of analysis

This study aimed at observing and characterizing the role of using a set of activities based on visual stories in the development of students’ communicative interaction in the EFL classroom within a framework of situated literacy; as well as exploring and analyzing the factors that influence students’ communicative interaction in the EFL classroom when exposed to a set of activities based on visual stories within a framework of situated literacy. Table 3 presents the categories that were derived from the data after the process of analysis mentioned above.

Table 3

Categories of analysis

Categories of analysis		
Question	Category	Subcategory
What is the role of using a set of activities based on visual stories in the	Visual stories as promoters of students’ self-confidence to use the foreign language.	

development of students' communicative interaction in the EFL classroom within a framework of situated literacy?	Visual stories as facilitators of meaning negotiation in the classroom.	
What factors influence students' communicative interaction in the EFL classroom when exposed to a set of activities based on visual stories within a framework of situated literacy?	Factors attributed to students.	Students' mother tongue as a support for using the foreign language.
	Factors that are external to students.	Materials as motivators of students' participation and interest.
		Activities as motivators of students' participation and interest.

This table presents the categories resulting from the analysis of the data collected throughout the study. These categories emerged in response to the research questions addressed in chapter 1. The first two categories answer the question about the role of using a set of activities based on visual stories in the development of students' communicative interaction in the EFL classroom within a framework of situated literacy. These categories were: visual stories as promoters of students' self-confidence to use the foreign language and visual stories as facilitators of meaning negotiation in the EFL classroom. The third and fourth categories were related to the question about the factors that influence students' communicative interaction in the EFL classroom when exposed to a set of activities based on visual stories within a framework of situated literacy. The data revealed factors related to internal aspects of students and factors that were external to them as individuals. In addition, three subcategories were obtained from the third and fourth categories: students' mother tongue as a support for using the foreign language,

which is classified as the only factor related directly to the student. Secondly, the materials and activities as motivators of students' participation and interest within the classroom. These two subcategories were defined as factors external to students.

After giving a general description of the categories and subcategories found in order to guide the analysis, the next section puts forward the analysis, part by part, of each category by providing a general presentation of the category, a set of examples (coming from three different instruments) that justify the category as well as the discussion of the findings in regards to the theoretical framework of the research.

Category 1: visual stories as promoters of students' self-confidence to use the foreign language

This category presents the way in which children manifested their confidence when using English. This is important in order to find out how visual stories demonstrated to be a useful tool for students to develop their self-confidence as users of a foreign language. The criteria employed to analyze the interventions in terms of students' confidence related to the stories was based on Yates and Chisari (2003) who define confidence in the language classroom as "a mental attitude that focuses on trust and reliance on oneself and often includes notions of self-assurance, boldness and fearlessness" (p.1).

For this reason, two main aspects were kept in mind to define whether students were confident or not: how did students perform during interactive activities with the fluency of an independent user of the foreign language and the positive attitude towards speaking in English in a controlled environment and with the help of the teacher and classmates. These aspects were decisive in order to determine the role of visual stories as facilitators and promoters of students' confidence to use the language. In the next lines, some participants' interventions and reflections,

taken from the data collection tools, will be discussed in order to confront them with the grounded approach to data analysis so that students' level of confidence can be determined through their attitude towards the language and how to use it.

40. T: última pregunta, aunque la última en sí no es una pregunta. Quiero pedirle a *student one*
41. que le haga
42. una pregunta a sus compañeros en inglés.
43. S1: mmm...sí, aunque me sé varias.
44. S3: where is Gogo?
45. S2: where is...?
46. S1 ¿Qué? ¿Where is the clase o cualquiera?
47. T: lo que quieras, lo que te acuerdes.
48. S4: where is Gogo?
49. S1: what's it's yours favorites color?
50. S4: living room, living room.

(Interview 1 group 1, August 25th. page 2)

This first quote shows how one student fluently makes a question with the right intonation although his pronunciation is not fully clear. Regardless his pronunciation, his classmates answer immediately, unfortunately, the answer is not correct. It can be seen that the student fluently states a question that is instantly answered, he demonstrates no hesitation and the intention of the statement is clear. This is how the student reveals his confidence to use the language. In addition, during the conversation there are several interventions of other students who state complete and incomplete questions. Even though students had already participated stating their question, they kept asking other questions while their classmates were participating. This fact exposes how students state spontaneous questions in a very natural-like way. This intervention happened at the end of the project when students were asked to freely ask a question to their classmates. The

following quotes also show students confidently using English language to communicate with a clear intention.

32. “While the teacher is leaving one student says “Thank you for the class teacher”.

(Fieldnotes 1, March 3rd, line 32)

10. “(...) two children do the task correctly by properly using the expression “can you lend me

11. your pencil” and “can you lend me your scissors?” although their classmates do not fully

12. understand”.

(Fieldnotes 2, March 10th, lines 10-12)

On both situations students pronounce complex sentences completely and with a clear intention of asking something and expressing their feelings. Students are able to use the language in a clear way when they are immersed in an activity that involves other children. Students do not realize whether they are pronouncing correctly or not, they have an intention and the experience they have gained with the English lessons. These two factors are enough for children to produce spontaneous questions that carry an original and meaningful message. Besides, while doing this, students are independent and react to others’ interventions without their teacher’s aid. Thus, it is worth stating that confidence, as part of students’ competence to use the language, can be improved and reinforced through the usage of meaningful materials such as visual stories that provide children a comfortable but, at the same time, demanding environment. Other samples that defend what has been stated are the following:

13. “Not many students ask the teacher if they are pronouncing correctly or not, they start telling

14. the indications to their couple right away. “

(Fieldnotes 12, May 19th, 2016, lines 13-14.)

1. T: Hello, what is your name?

2. S5: *student one* y what is your name?

3. T: my name is *teacher*. And your name?

4. S6: *student two*

(Audio recording 2.3, June 16th, 2016, p.1)

The first assertion presents the teacher's impression of students' attitude when performing an interactive activity. Pupils did not require any help in order to meaningfully be part of a communicative situation, this standpoint demonstrates students' confidence to speak in the foreign language. The second claim shows one students' disposition to speak in English, this student answers the teachers' question with ease and she poses the same question after answering. This situation attests the child's positive attitude towards using English without any kind of restriction. This dialogue is part of an audio recording where students performed a dialogue that involved giving indications. However, the cited section happened before the dialogue was carried out. To finish with, the next lines present two more quotes that support the development of this category. These assertions demonstrate how children successfully used the foreign language in a confident way:

24. "Some few students successfully ask their classmates for some of the objects by using

25. complete expressions such as "Can you lend me your pencil?"

(Fieldnotes 2, March 10th, 2016, lines 24-26)

53. T: S2 ¿Qué pregunta le harías a tus compañeros?

54. S2: what's your name?

55. S4: *student four*.

56. S5: *student five*.

(Interview 1.1, August 25th, 2016, p.2)

The visual stories were presented in distinct forms that allowed participants to have an enjoyable and useful environment to learn English as a foreign language. This way, students had the opportunity to freely and autonomously participate in the activities proposed in which each of them took a different attitude towards the class. As it has been exemplified so far, many

participants displayed attitudes of confidence as users of the foreign language. Although a few of them did not manifest almost any intention for participating. It is important to say that the identity of the participants has been protected using words in italics that replace the real names. The next intervention exemplifies a student's negative attitude towards the visual stories:

18. T: él dice que no (*student 5*).

19. S5: pues ahí, yo dije que no.

20. T: ¿Por qué?

21. S5: No sé, porque no se escucha en español, porque yo un día coloqué un video de

22. Gogo con *student seven* y no se nos escuchó.

23. S1: porque esos fueron de los computadores.

(Interview 1.3, August 25th, 2016, p.1)

The student points out the sound problems and not using his mother tongue as negative aspects of Gogo's visual stories. This testimony reveals a clear limitation in terms of technology. Although the school offers excellent technology with the computers room, accessories such as headphones are not provided. Besides, not all students have this kind of implements at home to bring them to the class. However, the usage of visual materials to present the stories kept every child's attention focused on the activities and the objectives of each lesson. Consequently, confidence is important as an attitude that students might have to use within their context in order to improve it, this is why the development of students' self-confidence for using the language supports their intentions to participate in the community where they live by proposing innovative changes.

To conclude, it is important to discuss the findings just described with the theoretical foundations that were presented in chapter 2. This project wanted to have an impact on students' communicative competence, understanding this construct as the linguistic knowledge and ability that

an individual has to appropriately produce and use any linguistic utterance at a given moment and under certain social conditions related to the interlocutors as was defined in chapter two. In order to do this, the usage of visual stories was necessary to supply more meaningful and attractive materials to the participants. The category of analysis currently under analysis describes students' self-confidence to use the foreign language as supported by the environment proposed through the usage of visual stories. Children's self-confidence seems to be directly related to their ability to use language since being confident is one of the aspects that may promote students' usage of language whether it is native or foreign. If a student is confident he or she might be more likely to interact with others guided by clear purposes, to propose and not only observe in decision-making moments and other positive attitudes related to good communication habits.

Category 2: Visual stories as facilitators of meaning negotiation in the classroom

This category refers to how students negotiate meaning during interactive activities in order to successfully communicate with their classmates. Long (cited by Foster and Snyder, 2005) affirms that:

“(...) the most valuable way in which input is made comprehensible is through interactional adjustments. These are the attempts of learners and their conversation partners to overcome comprehension difficulties so that incomprehensible or partly comprehensible input becomes comprehensible through negotiating meaning. In these negotiations, problem utterances are checked, repeated, clarified, or modified in some way (lexically, phonologically, morphosyntactically)” (p.405)

We may affirm, then, that negotiating meaning was part of a successful communicative process although sometimes the input was not fully comprehensible and it caused communicative limitations regarding the input or the context of the utterances. This meaning negotiation was made through the usage of sentences that were not fully correct but whose intention remained

clear at times and unclear the rest of the time. For this reason, students needed to find a way to make themselves understandable and at the same time understand what their peers were trying to tell them. The relevance of meaning negotiation for this project lies on the strategies children employed to understand others when they were using the foreign language as well as the role of visual stories to succeed in conveying meaning. The next intervention illustrates these ideas:

59. T: *student four*, ¿Qué pregunta le quieres hacer a tus compañeros en inglés?

60. S4: what es di sein (not very comprehensible, pointing at the table).

61. S1: name.

62. S2: mesaaaa.

63. S5: mesa.

64. S1: ¡the table!

(Interview 1.1, August 25th, 2016, p.2)

Students understood the question even though the utterance was not very comprehensible.

This is due to the usage of students' hands when posing the question. This non-verbal communication strategy is the way the student found to convey meaning to his classmates.

Besides that, other students use Spanish in order to answer the question, although there is one student who answers in English. This fact also reveals the mother tongue as a strategy for communicating which makes all interventions in the activities easier for students since they do not have to think in the foreign language. However, the mother tongue was defined as an internal students' factor that affects the development of communicative interaction in the classroom, this is the third category and it will be discussed later in this chapter. The following fragments evidence students' usage of information from visual stories to negotiate meaning during the activities:

10. S4: where is the...where is the Jenny?

11. S3: in the church.

(Audio recording 1.2, April 28th, 2016, p.1)

16. S6: where is Antony?

17. S5 where is in park.

(Audio recording 1.3, April 28th, 2016, p.1)

The children that appear on these interventions made some mistakes when producing the questions and the answers, however, their classmates were able to understand. For children it is probably simple to get the meaning of only two words: “where” and “Anthony/Jenny”, this way they get a comprehensible idea and they can answer. The mistakes made in the sentences represent an obstacle that is easy to overcome. In addition, the activity that was audio recorded allowed students to use their notebooks which had a map and some images of the characters of Gogo’s visual story. This material was fundamental for children to participate since the activity consisted of asking a question based on the map. Thus, it can be stated that the usage of the visual story was crucial when carrying out the interactive activities. The following quote displays the negotiation process between two students during an activity related to the stories, they needed to give some indications to their classmates so that the characters could arrive at their destinations:

8. T: ok, now you are going to give him the indications. Put your finger on the notebook

9. (addressing *student two*).

10. S1: go start...stop. Eh...turn rit, stop. Ya, listo. (use images with symbols of the

11. indications to help understanding)

12. T: Ok, yes, ready. Eso es todo.

(Audio recording 1.1, April 28th, 2016, p.1)

Student one gave student two some indications which were supported by images, besides, the pronunciation of all indications was not correct. It is possible to infer, then, that because negotiating meaning is the most important stage to reach successful communication, participants use all their knowledge and tools to convey meaning by using strategies such as body language or the materials they have available. This fragment as well as the ones above uncover the conception of students not only as subjects who repeat but as individuals who are able to negotiate what they mean with their interlocutors. This attitude was active in contrast to the passive attitudes of only receiving information or repeating without understanding. Consequently, it can be said that students were able to develop successful communication strategies as part of negotiating meaning with their classmates when the environment was based on visual stories. The last example from the instruments presents one more way students negotiated meaning:

6. S5: where is...que que noo...where don your living room?
7. S6: noo, where dou you live.
8. S5: Bueno libe.
9. T: ok
10. S6: eh... beach.

(Audio recording 2.3, June 16th, 2016, p.1)

Student five uses the foreign language to try to complete a question, although she uses the word “living room” which, at the moment of the activity, had nothing to do with the situation. Student six collaborated with his classmate’s statement and both of them agreed in the meaning inferred. The foreign language is used by this student as the main source for negotiating meaning, this fact displays a resourceful development of children’s abilities. One more thing to add involves Gogo’s stories and the way they were presented since they provided students with the right context for developing their abilities and improving their attitudes towards the foreign

language. Children were supported by the images on their notebooks that they could use to reinforce their interventions. Thus, students could dedicate to the task of completing the dialogue with their classmates.

To sum up, it is necessary to discuss the findings and the theoretical framework of this research study. Gogo's visual stories were the base to create a set of activities that aimed at generating interaction in the foreign language among the participants. The presentation of the stories included different visual resources that were used as main materials of the lessons. These resources demonstrated to be attractive to students because they had varied colors and figures that children enjoyed to work with and which seemed to stimulate their usage of the language i.e. their communicative competence. The confidence discussed above and the ability to negotiate meaning demonstrate the improvements of students' communicative competence thanks to the usage of more meaningful and relevant materials to build an adequate language learning environment. In addition, pupils learn, through visual materials, to negotiate meaning with others so that when they face conflictive situations within their society they are able to solve those issues in a decent and efficient way.

Category 3: Factors attributed to students

This section of the analysis has to do with the factors that influenced the development of students' communicative interaction in the classroom. The factors stated above were defined as directly attributed to students or as external to students. In addition, they were described in terms of their link to the usage of visual stories in the classroom. The present category introduces the only factor that was said to have direct relation to the student which is the usage of students' mother tongue as a support to use the foreign language for communication. In addition, there was one more aspect which was identified based on only one intervention, this is the genre. However,

it was not considered to be strong enough to be kept in mind for this analysis. Also, the mother tongue was mentioned as part of the strategies that students use to negotiate meaning, however, it was mainly defined as a factor that influences students' communicative processes. Nonetheless, it is important to acknowledge the relevance of children's mother tongue in different aspects of communication.

Subcategory 3.1: Students' mother tongue as a support for using the foreign language.

Children's mother tongue has shown to be an element of learning that supports students' interventions but, at the same time, it may also represent a distraction or even an interruption at times. This idea will be illustrated in the following paragraphs. To begin with, the positive role of Spanish in the foreign language teaching-learning process is presented through the usage of examples from the instruments; secondly, there is an exemplification of some of the situations in which the mother tongue was considered to be a disrupting element or a distractive agent in the class.

23. "When students guess the object that is being drawn, almost all the group utters its name
24. aloud. They say
25. "scissors", "notebook", etc. Though they mention each object in Spanish first".

(Field notes 1, March 3rd, 2016, lines 23-25)

7. T: where do you live?
8. S1: Beach.
9. T: and her (student two)?
10. S1: ella también está en beach.
11. S2: noo, ella vive en balei, valley.
12. S1: weri dou yu live?
13. S2: beach.

(Audio recording 2.1, June 16th, 2016, p.1)

In the first quote, it is mentioned that Spanish is employed before English. Some few students gave the idea of an object in Spanish and then the rest would pronounce that element in English and aloud. At the end, all students pronounced the names only in the foreign language. This fact explains the supportive role that the usage of Spanish has in generating communication in the classroom as Tang (cited by Sharma, 2006) affirms: "limited and judicious use of the mother tongue in the English classroom does not reduce students' exposure to English, but rather can assist in the teaching and learning processes". (p.86). To continue with, the second fragment is part of a dialogue that was audio recorded, this conversation presents two students and the teacher who participate in a conversation in which children use their mother tongue to intervene. These two pupils used Spanish to confirm the information they were using in order to participate in the foreign language, they were able to successfully participate by using English to interact between them. For this reason, it is reasonable to think of students' mother tongue as an aspect that provides a methodological source for children to participate in interactive activities in the classroom. This usage of the mother tongue does not replace students' participations in the foreign language, on the contrary, it plays a main role in remembering vocabulary that children are not sure about when participating. The following interventions help to reinforce the ideas stated above, they display two more situations in which the mother tongue played a decisive role:

19. "Besides, students use Spanish generally before telling something in English."

(Field notes 1, March 3rd, 2016, line 19)

20 "A student says: "I like the beach porque es muy bonita." Classmates laugh."

(Field notes 17, August 18th, 2016, line 20)

In the first intervention there is a positive comment about students' usage of Spanish during the sessions, this statement supports the idea of the mother tongue employed before the foreign language as a way to generate confidence. Children's mother tongue does not represent an interrupting agent in communicating in the foreign language. The second fragment, on the contrary, shows how Spanish can turn to be disrupting at some moments depending on students' intentions when using it. The student in this quote constructs a sentence that is half English and half Spanish and where the main answer, that was expected using the foreign language, was given in the mother tongue. The child completes the activity but not using the foreign language which is the objective of the activity. In the last statement, there is a student who uses the mother tongue in a completely disruptive way that affected the activity considerably:

54. T: *student four* va a empezar, ¿Qué pregunta?

55. S4: where is yum *student five*?

56. S5: eh.. eh... eh...

57. T: where is you?

58. S5: ¿Que me está preguntando?

59. S4: que si puede saltar.

60. S5: yees.

(Interview 1.3, May 19th, 2016, p.2)

It can be observed how the usage of Spanish is fully necessary because of the incomprehension of one student's statement, this fact fully interrupts the activity and makes students forget that they are using the foreign language and so they finish the activity with their mother tongue. Sharma (2006) affirms that "(...) excessive and more frequent use of mother tongue is counter-productive, making the students able to communicate in their own language only." (p.86). As a consequence, Spanish affects negatively the development of the activities due to how easy it is for students to use it when participating in the activities. Nevertheless, the

situations described were not very common and most of the time the stories demonstrated to be a good source to promote students' interaction in the class as it was explained early in this category.

To summarize, it is crucial to relate these findings with the theoretical constructs of the present research project. The foreign language is not within the students' context, for this reason, it is necessary to recognize the role of children's mother tongue as a strategy to assimilate the foreign language. The impact of visual stories was mainly evidenced on students' development of strategies for learning the foreign language through the help of their mother tongue. Besides that, children's abilities to use the language are highly developed in their mother tongue, hence, the mother tongue might be a useful tool to perform a transition between using the mother tongue and eventually the foreign language to meaningfully communicate. Sharma (2006) supports the last assertion when he affirms that the "total prohibition of mother tongue in an English classroom will certainly deprive the students of certain opportunities to learn more and better." (p.86).

Category 4: Factors that are external to students

This last category has to do with the factors that affect students' communicative interaction within the classroom, two main subcategories were found which explain the external agents that affected students development during the sessions made based on visual stories. These two subcategories are: *Materials as motivators of students' participation and interest* and *Activities as motivators of students' participation and interest*. The link between the visual stories and the two subcategories stated is strong because of the form of presentation of the stories during the classes. In these classes, a variety of materials was used: video resources, images, photos,

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flashcards, cards, maps, etc. The following section of the analysis will present both subcategories supported by participants' interventions.

Subcategory 4.1: Materials as motivators of students' participation and interest.



Image 2. *Having Fun in English*



Image 3. *Flashcard of the clothes*



Image 4. *Gogo's video*

This first subcategory characterizes how the visual materials, based on visual stories, acted as promoters of students' participation and interest in the lessons. A variety of interventions are used to illustrate how different aspects of the materials were important to demonstrate the way they affected children's communicative interaction in the classroom. The materials included videos, images, photos, cards, flashcards, maps, e-learning environments, carton made characters and implements, etc (images 2 to 5). The most relevant criteria to choose the material was that it represented some kind of visual aid and that it was related to Gogo's visual stories. The characters of the story were the main participants of the events along with students who helped them do things such as looking for someone or for a place. The following paragraphs will demonstrate this idea by providing examples of participants' interventions in class.

18. T: ¿Por qué les gusta Gogo?
19. S1: porque... es bonito, jajaja (risa fuerte).
20. S4: porque...mmm. Sí, es bonito
21. S3: porque es rojo y rojo es uno de mis colores favoritos.
22. S2: a mí me gusta el rojo
23. S5: a mí también me gusta.
24. S2: sí, es chévere.
25. S4: el color es... (moves hands like grabbing something close to the chest).

(Interview 1.1, May 19th, 2016, p.1)



Image 5. Gogo.

The first conversation clearly reveals the role of colors in students' attention during the classes, colors are attractive for them and they recognize it during the interview cited. The main character of the story is called Gogo and it is a red alien similar to a dinosaur (see image 5). Gogo as well as other characters are colorful and that is why they are interesting for most of students. A significant number of students got engaged with the stories so that they liked the characters as they did with other cartoons they know. All students agree in affirming that the red color was of their like and interest. In order to reinforce this idea, some other fragments will elucidate the impact of materials:

23. "Once the teacher talks about Gogo and his friends and the decision they made, students get
24. very happy and start moving around. Some of them see the opportunity to bother others and
25. for this reason they are asked to sit down again. Although they are genuinely interested in the
26. results of the activity, some students take advantage of the moment to get messy."

(Field notes 17, August 18th, 2016, p.2)

22. T: ¿y por qué les gusta?
23. S5: es que por eso es que todos dicen las palabras como de bebés.
24. S1: a mí me gustan todos, a Gogo, a Antony y a Jenny.
25. S2: a mí la única que me gusta es Jenny y ya.
26. S5: La única que me gusta es...Jenny.
27. S4: a mí me gusta Gogo

(Interview 1.2, May 19th, 2016, p.2)

This time, the samples reveal an area for improvement since one student dislikes the materials, however, other pupils manifest they do like the characters of the story. The first extract comes from the field notes and portrays students' celebration after finding out they had helped the characters of the story. This reaction clearly presents children's interest in the

stories and in the materials in general. The second fragment is from an interview transcription and it presents several students' responses reaffirming they liked the stories as well as one pupil who has an opposite opinion.

5. "Students repeat the implements (on the flashcards) and when they are asked to show an
6. implement they do so and stand up energetically to go where the teacher is."

(Field notes 1, March 3rd, 2016, lines 5-6)

13. "Once every student finishes, the T asks the question: "where do you live?" and almost all of
14. them answer immediately by pointing at the image they have and pronouncing the name of
15. the place. A few students pronounce the names literally as they see them on the image.

(Field notes 17, August 18th, 2016, p.2)

These two last fragments tell us about students who use the materials to successfully participate in the class, they demonstrate to be a useful support for children. The first statement presents' children's enthusiasm towards the materials in use. Using flashcards makes pronunciation and meaning of words clear for students so that they just have to practice it. The interactive activities were a complement to the usage of the materials. Then, the second statement explains how students find support in using images to complement their interventions in the foreign language. Students could make clear differences among the five places they had on their notebooks during the cited session.

As a way to discuss the findings in the light of the theoretical framework, it is reasonable to affirm that the materials of the intervention were good resources for surrounding students with the foreign language, pupils liked the characters of the story and the materials because they could interact and do activities with them. The materials supported students' confidence and, hence, provided a tool for each individual to more freely and autonomously participate in the activities by speaking the foreign language. Children's competence to use the language is thus modified by

the way they have to adapt to the materials in order to use them for the corresponding task or activity. Besides, the materials were also designed in order to adapt to students' likes, the usage of colors and Gogo's visual stories were aimed at children's interests.

Subcategory 4.2: Activities as motivators of students' participation and interest.

This subcategory explains how activities were an active agent in promoting students participation and interest in communicating. It is important to remember that the set of activities used throughout the development of the intervention was based on Gogo's visual story, these activities were designed in order to include meaningful materials that students could use to develop their communicative competence to interact with their classmates. The activities, as will be justified with the examples in the following paragraphs, were one of the most effective source for the project because they attracted students' interest in order to participate by doing something meaningful. To begin with, the first interventions are the object of an analysis that justifies what was stated above:

10. "After this, the activity is explained and students get very attentive because they
11. need to do so in order to win.

(Field notes 1, May 3rd, 2016, lines 10-12)

30. After 30 minutes of the activity, the T checks the lists of the six groups and he declares that
31. they have all completed the list.

(Field notes 2, May 10th, 2016, lines 30-31)

The first sample refers to the activity "charades" in which children, in groups, need to guess what a member of their group is drawing on the board. The second sample was part of an activity carried out outdoors which, by turns, asked two children to go around in circles asking their classmates where they lived, the rest of the students were moving around a circle drawn on the floor and which has the names of different places. In these activities, students take an attitude of

active participation that is encouraged by the structure of the activities which were interactive and required everyone's participation within the time given, although it was limited due to the amount of students. The first fragment talks about an activity in two big groups, this fact motivated students because they wanted to win and beat the other group. This interest was genuine and all of them did participate in the activity. Children's interest and participation suffered a clear impact due to the interactive nature of the activities which were based on visual stories and required students to perform actions and participate in group activities. The two following interventions are an evidence of students' interest in the activities:

6. "While they are getting ready to go out, they are studying the expressions on their notebooks."

(Field notes 12, May 19th, 2016, line 6)

28. T: ¿Qué tipo de actividades hemos hecho?

29. S3, 4, 2, 1: em...

30. S5: jugando.

31. S2: cuando salimos.

32. S1: ¿A dónde? Jajaja.

33. S2: en las canchas cuando nos tapamos los ojos.

34. S4: cuando, cuando reunimos las mesas así (hace seña con las manos).

35. S3: o cuando, o cuando.

36. S5: cuando lo de la zanahoria.

37. S3: o cuando vamos a computador.

(Interview 1.1, May 19th, 2016, p.2)

The first sample took place before starting an activity in which one student was blinded and the other gave him the indications to get to a place. In these two samples, children implicitly manifest their interest in participating in the activities. In the first quote, students are eagerly

practicing with the objective of participating in the coming activity. On the contrary, the second statement presents students' memories about the activities, they remembered several of them at the end of the project and this is because they participated and each activity and it stayed in their minds as something meaningful they experienced.

In conclusion, the materials and activities based on visual stories help students participate and generate interactive and interpretative situations that become part of their reality. Thus, students' usage of the materials and activities enriches their own literacy process since they can live new experiences that are immersed within their local context. The active participation of all pupils in their local learning environment might contribute in developing a sense of community that requires everyone's participation.

All in all, this chapter presented the analysis of the data collected in the light of the categories defined before, the theoretical constructs as well as the objectives of the research study. The four categories and their corresponding subcategories were exemplified in order to make their advantages and disadvantages clear in relation to the research questions stated in chapter one. The next chapter formulates the conclusions of the present analysis as well as the implications of this project for all the educational community, to end with the limitations and some recommendations for further research.

Chapter VI

Conclusions and Implications

Conclusions

The objectives of the present research study involved characterizing and analyzing the role of visual stories in students' communicative interaction in the classroom and the factors that influence students' communicative interaction. This two objectives were developed in the EFL classroom and within a framework of situated literacy. In order to fulfill them, two research questions guided this qualitative research study:

1. What is the role of using a set of activities based on visual stories in the development of students' communicative interaction in the EFL classroom within a framework of situated literacy?
2. What factors influence students' interaction in the EFL classroom when exposed to a set of activities based on visual stories within a framework of situated literacy?

Regarding the first question, two main roles were defined. The first one revealed visual stories as promoters of students' confidence when interacting and using the language in the classroom, the second, refers to visual stories as promoters of students' meaning negotiation process during interactive moments of the class. As a result of the analysis, it could be evidenced that visual stories acted as enhancers of students' participation during interactive activities both by providing a resourceful framework for students to support on in order to develop their

confidence and to participate in meaning negotiation while communicating with the foreign language.

In regards to the second question, there were two kind of factors that influenced students' communicative interaction in the classroom when there was an exposure to visual stories as materials of the learning process. The factors were divided into those coming from internal aspects of students and those coming from aspects that were external to students; first, students' mother tongue as an internal factor, then, materials and activities as external factors. On the one hand, the first subcategory refers to students' mother tongue. This factor was found to have a supportive role as a tool for students to challenge themselves and use the foreign language. Besides, its supportive role is also relevant since it is one of the resources that students have to negotiate meaning. However, it is important to mention that Spanish represents, at times, an element that interrupts the activity and ignores the usage of the foreign language. For this reason, it is necessary to adopt a balanced vision of learner's mother tongue usage and its role in learning a foreign language.

On the other hand, the results showed the materials and the activities as two different factors that affected students' communicative interaction in the classes. Although both materials and activities had meaningful impacts because of their variety and interactive nature, some students manifested that they did not like the visual stories used throughout the project because they were a little childish. This fact evidences one weakness of the study to be overcome: the need for a constant search of current, original and interesting sources that are in agreement with students' age. Apart from this, students' reactions mostly uncovered their genuine interest in the characters of the story and in participating in the activities proposed. There was a good reception of the activities and materials thanks to how familiar the visual story was for every child. In a nutshell, these two factors demonstrated their positive influence in facilitating students' learning

of a foreign language thanks to the way in which they can offer an enjoyable and interesting environment for students to be participative and, hence, more eager to learn.

Implications

As expected from the beginning of this research study, there were several implications that this project produced for the educational community: the school, students, and the teacher-researcher. This part of the document presents, hence, the implications for each actor of the educational process i.e. how each participant of the project and each element of the educational context were somehow affected by the demands that the present research study had as a result of its application.

First, to refer to the school, it is important to highlight the role of this project as an action-research study that aimed at intervening in order to generate improvements as part of the teacher-researchers' formative process. With this in mind, the dynamics in the classroom were changed thanks to the intervention proposal which represented a noticeable methodological change. In addition, the abilities developed through this project allowed students to improve their relationships with their peers and teachers as well as their participation in other areas of the curriculum. The institution could notice, thanks partly to this project, the necessity for articulating areas of study so that the contents could be linked regardless of the area they belong to. This suggestion emerged from the variety of situations from the visual story which contained contents related to the physical activity, the plants, the environment and other issues that are usually contained in other areas such as physical education or biology

Secondly, referring to students, their situated literacy process was enhanced through the development of visual reading abilities that would let them interact more actively with the technological environment that surrounds them. In addition, students demonstrated that they are able to interact with their peers in an independent and autonomous way while using their mother

tongue as well as the foreign language. Nevertheless, students considered to change their social dynamics so that they could feel comfortable working with people they did not use to work with before such as pair work or working with more people at the same time such as in group work. Besides that, they could improve their ability to listen to others and to keep in mind what they thought. These aspects are influenced by the classroom arrangement which is why the constant modification of this aspect of the class also facilitated the creation of new social dynamics within the class.

Third, the development of this project accomplishes a fundamental role as a way to prepare pre-service teachers for their future school life as official teachers. This study helped develop investigative attitudes as well as teaching abilities and strategies useful for setting adequate learning environments for our future pupils. Innovative attitudes must also be developed so that new teachers are able to constantly improve their teaching practices. These improvements demonstrated to require plenty of time and dedication from the pre-service teacher since the several stages of the intervention needed the performance of cyclical steps: implementing, collecting data, analyzing and reflecting.

Lastly, it is necessary for future researchers to explore the usage of new materials that may account for the development of students' abilities for new and changing environments of daily life. The implementation of innovative materials as well as the teaching strategies is necessary as part of a more meaningful and general transformation of our current education system. Thus, it is also crucial to educate dedicated and analytic researchers that are able to develop new ways of interacting with the world of learning and teaching.

Limitations

The first and most important limitation of this research study was the number of students per teacher since it was 32. This was not the only aspect that affected the development of the

activities but there were also some children who constantly interrupted the class and who did not participate in almost any activity proposed. It seems that these students dislike the English class specially (possibly due to bad experiences in the past) and, for that, they do not participate much. Hence, the pre-service teacher becomes a helpful aid for the official teacher who needs to manage the process of 32 children.

Some more limitations refer, first, to the participation of several students in extra-curricular activities during the English class schedule. Theater and swimming were some of the main activities in which 15 to 20 students participated regularly and, so, they had to miss the class and get in advance later. Secondly, the price of the materials that were used during the sessions represented a difficulty due to the high amount of materials that were used to make the final resources to be used in class. This could be a negative aspect when acquiring or making new visual materials for the school although using recyclable materials may be one way to mitigate the high costs.

Further research

For a better understanding of interaction and communication, it is imperative to explore the benefits and limitations of several kinds of innovative materials such as audio-visual aids, games, computer-based materials, etc. this, with the only objective of improving the way we interact today and the way current generations will do it in the future. Thus, improving our ability to communicate in the information era becomes crucial as a way to generate progress in our society. It is also necessary, if not mandatory, to try new ways of teaching that account for a conception of human societies and the world that is more collaborative, critical, constructive, ecological, etc. With this purpose, we need to forget about teaching the same way we did a hundred years ago. Modern generations need modern teaching strategies to face a more demanding society.

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Appendix 1: Field notes samples

UNIVERSIDAD PEDAGOGICA NACIONAL
FACULTAD DE HUMANIDADES - DEPARTAMENTO DE LENGUAS
LICENCIATURA EN EDUCACIÓN BÁSICA CON ENFASIS EN HUMANIDADES:
ESPAÑOL Y LENGUAS EXTRANJERAS

Field-notes #4

Date: March 24th

Objective:

Practitioner: José Leonardo Chaparro Prieto

Note taking	Note making
<p>1.The class starts at 10:01 a.m. For the first part, participants play “the 2.teacher says”. The teacher mimics some actions such as sleep, run, jump, 3.eat, play soccer, etc. and pronounces them at the same time. Students 4.are asked to imitate the teacher, the one who makes a mistake is 5.disqualified. The students who make a mistake are taken to the front, 6.next to the teacher. A few students do not move very much, they try to 7.imitate the actions by not moving too much. Several children also try to 8.repeat what the teacher pronounces. This activity takes around ten 9.minutes.</p> <p>10.After this activity, students are asked to sit down but they take some 11.minutes to do it. The teachers show several flashcards with the 12.implements of the class. Students repeat their names and color several 13.times, a few students even show the teacher their implements and say 14.their color. A few students were tired after the first activity and do not 15.participate much because they are resting. This activity takes 19 16.minutes.</p> <p>17.At the end of the class, the teacher draws the parts of the house on the 18.board and shows students a few small implements of the class made of 19.carton. Students are asked to help the characters find their implements 20.in the house. Students are called one by one and they have to</p>	<p>The activities goes well until some students are asked to go to the front, the students start mocking and doing something different. Students like the activity because they like to move, they have a lot of energy. A few children do not like the activity for the same reason, they have to move.</p> <p>Students’ responses to the flashcards are usually positive, they immediately start repeating the names of the images. A few children say they are tired but teacher does not believe them and asks them to participate. Students’ utter the color of the implements without being asked, it is probably a habit they have developed.</p> <p>When the teacher mentions Gogo and his friends, all students get excited and start getting ready to participate in the activity. Most of the students remember the names of implements correctly and the group answer the questions with energy. Besides, many students that are not participating are constantly asking the teacher to let them participate. Some students feel very embarrassed to do a question to the whole group and so they</p>

place one 21.implement on one place and ask where it is. All students are willing to 22.participate. A half of students successfully complete the activity by 23.asking questions such as: "where is scissors?" or "where is pencil?". A 24.few students need more help and the teacher as well as their 25.classmates tell them how to pronounce some words.

26.The group has to answer the questions so they are mostly attentive to 27.the student in front of them. A few students do not allow others to pay 28.attention and so they are called by the teacher who would tell him or 29.her to please let the class continue. Students get upset at first but they 30.start paying more attention after a few minutes. All students 31.participate and the time is just enough for all of them. Students make 32.questions such as: "where is your eraser?" or "where is your 33.pencilcase?". A few students have some difficulties since they take 34.some moments to complete the question, they try to do it several 35.times. Teacher concludes the class.

receive students' and teacher's help, at the end all students are able to carry out the activity.

Students' distractions affected the development of the activity since it had to be stopped to ask one or two children to let the class continue. Nevertheless, the activity was completed and all students participated. Students were eager to take the little implement and make the question, they checked on their notebooks the place they wanted to use in their question. Although a few students were shy when they were in front of the class, most of them were comfortable with the situation and made the question with fluency and confidence. Besides that, the answer provided by the group was not always correct and the teacher intervened to help them decide.

Appendix 2: Group interview transcription sample

UNIVERSIDAD PEDAGOGICA NACIONAL
FACULTAD DE HUMANIDADES - DEPARTAMENTO DE LENGUAS
LICENCIATURA EN EDUCACIÓN BÁSICA CON ENFASIS EN HUMANIDADES:
ESPAÑOL Y LENGUAS EXTRANJERAS

Interview 1 - Group 2.

Date: August 25th.

Objective:

Practitioner: José Leonardo Chaparro

Transcription
T: primera pregunta, ¿Qué les parecen los materiales que hemos usado hasta ahora en la clase? S5: bien. S1, 2, 3, 4: chéveres. T: ¿Qué materiales recuerdan? S5: el cosito de tapar los ojos. S1: también lo de... S3: lo de las fichitas de... S4: ah, lo, la, las fotos. S1: las fotos, Gogo. T: segunda pregunta. Ustedes conocen a Gogo ¿Cierto? S2,3,5: Sip. T: ¿Les gusta Gogo? S3: siiii. S5: No casi T: ¿Por qué? S5: porque a mí me parece como muy de bebés. T: Ok, ¿y ustedes qué piensan? S3: bien. S2: a mí tampoco me gusta Gogo. S3: a mí siiii. S4: a mí sii. T: ¿y por qué les gusta? S5: es que por eso es que todos dicen las palabras como de bebés. S1: a mí me gustan todos, a Gogo, a Antony y a Jenny. S2: a mí la única que me gusta es Jenny y ya. S5: La única que me gusta es...Jenny. S4: a mí me gusta Gogo T: ok, tercera pregunta. ¿Cómo se han sentido con sus compañeros? S5: bien. S3: Bien, menos con <i>student eight</i> . S1,2,3,4,5: con el aguafiestas. T: ¿Qué actividades hemos hecho, recuerdan? S1: la de taparnos los ojos.

S5: la de taparse los ojos y caminar.
S4: eh... la de... esas fotos de cosas.
T: bueno, cuarta pregunta chicos. ¿Qué temas recuerdan de lo que hemos visto?
S3: alimento.
S5: la comida.
S4: eh... las... las que... las, los objetos y las cosas de la clase.
T: ¿Qué otros recuerdan?
S1: ahh, las partes de la casa.
S3: la de... la ropa
T: bueno, última pregunta, les voy a pedir no más que me digan una palabra en inglés de la que se acuerden.
S2: she is... jajaja
T: ok, comenzamos por acá (*addressing student one*).
S1: where is the Gogo?
S2: she is... daaa.
S3: em...
S1: where is the Antony?
S5: lo que sea pero en inglés.
T: ok, mientras *student three* piensa vamos por acá (*addressing student four*).
S4: where is... , sí, where is...
S5: house, house.
T: ok, ¿de qué se acordó *student three*?
S3: Apple.
S2,4,5: jajaja.

Appendix 2.1: Group interview questions

UNIVERSIDAD PEDAGOGICA NACIONAL
FACULTAD DE HUMANIDADES - DEPARTAMENTO DE LENGUAS
LICENCIATURA EN EDUCACIÓN BÁSICA CON ENFASIS EN HUMANIDADES:
ESPAÑOL Y LENGUAS EXTRANJERAS

This group interview contains 4 questions related to the development of the pedagogical intervention carried out with 202 at IPN besides one questions that aims at revealing students' attitudes towards interacting. All questions are in Spanish although the last question requires students to pose questions to their classmates. 6 students per group.

Objectives:

- To document students' perceptions and opinions about the development of the pedagogical intervention where they participated.
- To document students' perceptions and opinions about the visual stories used for the pedagogical intervention.
- To document students' attitudes towards interacting in English.

Questions:

1. ¿Qué piensas de los materiales usados en las clases que tuvieron con el profesor (nombre del profesor)?
2. ¿Quién es Gogo (historia visual)? ¿Qué les parece Gogo? ¿Les gusta?
3. ¿Cómo te sentiste con tus compañeros y compañeras durante las clases?
4. Cuéntanos sobre lo que aprendiste en las clases.
5. Hazle una pregunta en inglés a tu compañero o compañera por favor.

Appendix 3: Audio recording transcription sample

UNIVERSIDAD PEDAGOGICA NACIONAL
FACULTAD DE HUMANIDADES - DEPARTAMENTO DE LENGUAS
LICENCIATURA EN EDUCACIÓN BÁSICA CON ENFASIS EN HUMANIDADES:
ESPAÑOL Y LENGUAS EXTRANJERAS

Audio recording 1 - Pair 4.

Date: May 19th.

Description:

Practitioner: José Leonardo Chaparro

Transcription
T: Ok, entonces tú le vas a preguntar a <i>student one</i> ¿Dónde está tal persona? ¿Listo? S8: where is...Gogo? S7: Gogo is at park. T: ok, coloca tu dedo aquí y <i>student one</i> te va a dar las indicaciones para llegar allá. S7: eh... go strait, stop. T: ok, y luego? S7: left. T: good, that's it. Ok, now the opposite. Aquí tenemos a Gogo. Entonces, <i>student one</i> va a preguntar. S7: where is Gogo? S8: in the church. T: great, so, <i>student one</i> is going to give you the indications. S7: left T: left, ok. S7: go... go straight (very low voice), stop. T: and finally? S7: turn left. T: turn left, ok. Thank you.

Appendix 4: informed consent format

**UNIVERSIDAD PEDAGÓGICA NACIONAL
INSTITUTO PEDAGÓGICO NACIONAL**

Bogotá D.C. Mayo 19 de 2016

PARA: PADRES DE FAMILIA

ASUNTO: Permiso Consentido

Cordial saludo.

El Instituto Pedagógico Nacional como centro de innovación y práctica de la Universidad Pedagógica Nacional apoya las iniciativas investigativas que surgen de los docentes y estudiantes de sus programas. Las autorizaciones para los trabajos de campo son aprobadas previo análisis de las directivas y docentes de las áreas. En esta oportunidad se presenta al IPN una propuesta para el desarrollo de un proyecto de investigación del estudiante José Leonardo Chaparro Prieto por el título de Licenciado en Educación Básica con Énfasis en Humanidades: español y lenguas Extranjeras.

El proyecto consiste en una observación que aborda los procesos de aprendizaje y las posibles dificultades que se puedan presentar durante el mismo, y requiere de la recolección de material en video y audio en las clases de lengua extranjera de los niños y niñas del curso **202**, además de la aplicación de alguna encuesta o cuestionario. Este material visual, auditivo y escrito tiene carácter exclusivo para estudios académicos y la recolección del mismo se hará durante el desarrollo del proyecto entre los meses de marzo y octubre, además, sólo podrá ser usado para análisis pedagógico y didáctico, de ningún modo y circunstancia podrá ser expuesto públicamente, ni usado con otro interés.

Reconociendo dicha información y teniendo en cuenta que su hijo(a) hace parte del grupo de estudiantes en el cual se realizará la intervención, se requiere que usted como padre de familia y/o acudiente autorice la filmación de la clase. De otorgar permiso consentido, le solicitamos respetuosamente que por favor diligencie el desprendible adjunto a esta circular.

Alejandro Álvarez Gallego

Director IPN

Luis Preciado Fonseca

Coordinador Convivencia Primaria

Edgar Macías Catañeda

Coordinador Académico Primaria

Gloria Rubio

Jefe de Área Lengua Extranjera

**UNIVERSIDAD PEDAGÓGICA NACIONAL
INSTITUTO PEDAGÓGICO NACIONAL**

Yo _____, identificado con C.C. _____, padre de familia y/o acudiente del(a) estudiante _____ del curso _____, concedo permiso para la recolección de material de video y audio en la clase de lengua extranjera en la que participe mi hijo(a). Esta autorización tiene carácter exclusivo para análisis pedagógico y didáctico, en el desarrollo del proyecto del estudiante de licenciatura José Leonardo Chaparro Prieto, y tendrá vigencia el tiempo de aplicación del proyecto.

Firma padre de familia

Firma madre de familia

Appendix 5: Lesson plan sample

LESSON PLAN 1 – PART 1	
COURSE: Second grade (202) -- 30 students	TEACHER: Leonardo Chaparro
<p>OBJECTIVE:</p> <ul style="list-style-type: none"> • To practice the vocabulary of the implements of the class • To review the vocabulary of the colors • To participate collaboratively in the activities proposed generating interaction in English • To be able to borrow something from a classmate or the teacher 	
<p>TOPIC: Borrowing and lending implements of the class.</p>	
<p>Research question: What does the implementation of visual activities in interactive moments of the class reveal about student’s communicative competence in an EFL classroom?</p> <p>Research objectives:</p> <ul style="list-style-type: none"> - To observe and analyze the impact of using visual stories in second grade students’ literacy learning process - To explore and recognize students’ reactions and interventions when using visual stories - What is the impact of using these stories in their visual literacy development in the classroom <p>Duration: 80 minutes</p>	
Procedure	Instructional Setting
<p>Activity 1: Teacher will show some pictures or big flashcards of the implements of the class (homemade) such as: scissors, pencil, notebook, colored pencils, etc. The teacher will make questions like “what is this?” to the students and will ask them to repeat in order to check pronunciation. Students will be asked to show their implements, their scissors, pencil cases, etc. and they will be asked about the color of it. 20 minutes.</p> <p>Activity 2: (Charades): After reviewing the vocabulary of the implements of the class, students will be divided into two groups and one student per group will go to the board and draw one object that the teacher will tell him, while he does that other students in the same group will have to guess what the object is. They will get points until there are not more elements to draw. 35 minutes.</p> <p>Activity 3: The teacher will write on the board “Can I borrow your _____?”, “This is my _____” and “Do you have _____?” he will ask students to repeat and practice the sentences,</p>	<p style="text-align: center;">Whole class</p> <p style="text-align: center;">Two big groups</p> <p style="text-align: center;">Whole class and individual.</p>

<p>explaining them what it means and then they will be asked to write them down on their notebooks. Then, the teacher will go around the class asking students' implements expecting to get the correct answer i.e. that the children lend him the implements. 25 minutes.</p>	
<p>LESSON PLAN 1 – PART 2</p>	
<p>COURSE: Second grade (202) -- 30 students</p>	<p>TEACHER: Leonardo Chaparro</p>
<p>OBJECTIVE:</p> <ul style="list-style-type: none"> • To practice the vocabulary of the implements of the class • To review the vocabulary of the colors • To participate collaboratively in the activities proposed generating interaction in English • To be able to borrow something from a classmate or the teacher. 	
<p>TOPIC: Borrowing and lending implements of the class.</p>	
<p>Research question: What does the implementation of visual activities in interactive moments of the class reveal about student's communicative competence in an EFL classroom?</p> <p>Research objectives:</p> <ul style="list-style-type: none"> - To observe and analyze the impact of using visual stories in second grade students' literacy learning process - To explore and recognize students' reactions and interventions when using visual stories - What is the impact of using these stories in their visual literacy development in the classroom <p>Duration: 80 minutes</p> <p>Appendix 1: Implements checklist</p>	
<p>Procedure</p>	<p>Instructional Setting</p>
<p>Activity 1: In the first part the teacher will show students some flashcards with the vocabulary of the school implements, they will ask students to show him their implements while practicing the pronunciation. This warm-up aims at reviewing the vocabulary seen in the last class and that will be used for the next activity. 15 minutes</p>	<p>Whole class</p>
<p>Activity 2: the teacher will call one student and ask him to get something for him, this will be made so that students have to use the expressions seen in the last class with one of his or her classmates. The expressions will be on the board for students to remember them. This part will be repeated with around 5 students. 20 minutes</p>	<p>Whole class</p>
<p>Activity 3: Students will be divided in 6 groups (it may be necessary to change the sitting arrangement), every group will receive 6 implements of the same kind (scissors, paper, pencils, etc.) and a checklist with the</p>	<p>Individually</p>

<p>implements they will need to collect (one eraser, one marker, two colored pencils, etc). The students will be asked to get the implements required in the checklist by asking them to their classmates. One student will stay in his group's table, and the rest will go around the other groups one by one asking for the implements. 45 minutes</p>	
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Appendix 5.1: implements checklist

CHECKLIST

